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**DEPARTMENT OF DEFENSE'S WORK WITH
STATES, UNIVERSITIES, AND STUDENTS
TO TRANSFORM THE NATION'S FOR-
EIGN LANGUAGE CAPACITY**

HEARING

BEFORE THE

OVERSIGHT AND INVESTIGATIONS SUBCOMMITTEE

OF THE

**COMMITTEE ON ARMED SERVICES
HOUSE OF REPRESENTATIVES**

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DEPARTMENT OF DEFENSE'S WORK WITH STATES, UNIVERSITIES, AND STUDENTS TO TRANSFORM THE NATION'S FOREIGN LANGUAGE CAPACITY

HOUSE OF REPRESENTATIVES,
COMMITTEE ON ARMED SERVICES,
OVERSIGHT AND INVESTIGATIONS SUBCOMMITTEE,
Washington, DC, Tuesday, September 23, 2008.

The subcommittee met, pursuant to call, at 10:07 a.m. in room 2212, Rayburn House Office Building, Hon. Vic Snyder (chairman of the subcommittee) presiding.

OPENING STATEMENT OF HON. VIC SNYDER, A REPRESENTATIVE FROM ARKANSAS, CHAIRMAN, OVERSIGHT AND INVESTIGATIONS SUBCOMMITTEE

Dr. SNYDER. We will go ahead and get started. My Ranking Member Mr. Akin said that he wanted us to go ahead and get started, that the Republicans are caucusing and thinks he will be a little bit later, but he should be joining us shortly.

Good morning. Welcome to the Subcommittee on Oversight and Investigations hearings on the goals and directions of the Department of Defense's (DOD) efforts to improve its language and cultural awareness capabilities. Today's session is the third in a series of hearings that were examining efforts to improve the foreign language, cultural awareness and regional expertise capabilities of the United States general purpose military forces. Witnesses at both the previous hearings noted that the U.S. population is generally marked by a lack of foreign language skills, a notable exception being those skills found in recent immigrant communities.

So where does that put us? Well, it puts us in a situation where the Department of Defense and the American people and the folks who care about our national security know—we certainly learned this last decade—that we need foreign language skills and cultural awareness to achieve our national security objectives, and we expect the DOD to be able to meet those needs. However, they have inherited a national problem, and you all as well, better than anyone else, knows that we Americans are not very good at foreign languages. And so we expect the DOD to meet these foreign language needs, and yet, starting at early ages, most Americans don't venture into the kinds of languages that it turns out that we may need for our national security purposes.

So we are asking DOD to solve this problem for us, when, in fact, it is a national problem. And as you all are going to testify today, we actually now have Department of Defense dollars going in some states for K-12 education programs because the DOD has recognized that these problems may only be solved by starting at very,

very young ages. The key programs we will be discussing today include DOD's National Security Education Program, or NSEP; the Interagency National Security Language Initiative, NSLI; the National Language Service Corps (NLSC); the Flagship Program; and the State Language Education Roadmaps or Strategies.

We are joined today by four great witnesses: Dr. Robert Slater, who joined the National Security Education Program in 1992 and has served as its director since 1996. Dr. Slater had a key role in the language of both the Language Flagship and the National Language Service Corps. As a director of NSEP, he also serves on the National Security Education Board.

Dr. Terri Givens is the Frank C. Erwin, Jr., Centennial Honors Professor and vice provost at the University of Texas at Austin (UT). Texas-Austin is one of three Arabic Flagship Centers, and it is also the sole Hindi/Urdu Flagship Center.

Dr. Dana Bourgerie—did I say that, Dr. Bourgerie, correctly—is an associate professor of Chinese and the director of the Chinese Flagship Center at Brigham Young University (BYU). His research interests include dialect studies, and he has published an article on computer-aided learning for Chinese.

Dr. Galal Walker is professor of Chinese and Director of the National East Asian Languages Resource Center and Chinese Flagship Center at Ohio State University (OSU). Ohio State University, along with Brigham Young University, is one of four Chinese Flagship Centers.

Welcome to all of you here today. We appreciate your presence. When Mr. Akin comes, we will give him a chance to make an opening statement.

[The prepared statement of Dr. Snyder can be found in the Appendix on page 35.]

Dr. SNYDER. But I am also very, very pleased today that we are joined by Congressman George Miller from California, who is the Chairman of the Education and Labor Committee, and Rush Holt, who is a member of that committee, to participate. And Chairman Miller will have to leave shortly, but Dr. Holt is going to be staying with us for a while. But I really appreciate their attendance because both these men understand that this is a national—a national problem, not just a DOD problem. And I want to recognize Chairman Miller for any comments he would like to make.

**STATEMENT OF HON. GEORGE MILLER, A REPRESENTATIVE
FROM CALIFORNIA, CHAIRMAN, COMMITTEE ON EDUCATION
AND LABOR**

Mr. MILLER OF CALIFORNIA. Well, thank you very much. And thank you for having this hearing and inviting our participation from the Education and Labor Committee. We have tried since I have become Chair of the committee to work with other committees and sort of forget the jurisdictional lines and see if there is things that we can do to complement one another. And clearly the witnesses you have before us today can tell us a lot about the opportunities for young people to learn languages, and to become proficient in those languages and perhaps even develop careers using those foreign languages.

I am not sure that many young people understand that possibility. Foreign language study seems more like a burden than an opportunity. And I think just as sometimes we think about developing career ladders in so many other fields, we have to show them that there is a career ladder that is available here, and one that is probably getting better and more attractive all of the time with the globalization of the world and our economy.

Obviously we believe this is very important on the committee. During this Congress we have tried to put some emphasis on this under the leadership of Representative Rush Holt. We have supported investments in this area, including the Foreign Language Assistance Program, which provides grants to establish and improve and expand innovative foreign language programs in the K-12 students, and also developing, again under his leadership, the idea that we would have international education that focuses on foreign languages and area studies with respect to diplomacy and national security and trade competitiveness, that we would put an emphasis on that in the Higher Education Act that was just passed. We would also put an emphasis on foreign languages with respect to understanding science and technology. And again, that was in the Higher Education Act. Under Mr. Holt's leadership, those were successful programs with bipartisan support, and also his initiative to create a new Deputy Assistant Secretary for International Education within the Department. I think it starts to show the kind of shift that we are doing.

But we also know there is a great deal to learn from the Department of Defense and from other agencies of the government that not only put a value on foreign language, but essentially need the skills and the talents of these individuals. And we hope to be able to work with you when we do No Child Left Behind, the reauthorization of that act next year, because again, we are getting an awful lot of people coming to us and telling us this is a very important place to reemphasize foreign language studies and competencies, and that will also be done under the leadership of Rush Holt, who has really, really done remarkable work on our committee to bring a sense of urgency and importance to this matter as we have gone through the reauthorizations as he did with higher ed. And we look forward to that in No Child Left Behind.

Thank you again for including us.

Dr. SNYDER. Thank you, Mr. Chairman, for being here, and we appreciate your comments.

Before we begin your opening statements, the staff and folks who have been here before are very familiar with these two anecdotes that I am going to share because we showed the tapes at the first hearing, but it is the contrasting between Senator Inouye's World War II experience in Germany with a man named Guy Gabaldon, who was in the Pacific theater. And I talked to Senator Inouye about this, and it was in the Ken Burns World War II story. But he came upon a wounded German, and they were trying to communicate with each other, and he said neither one of them spoke each other's language. And at some point this wounded German reached in his coat, and Senator Inouye killed him with the butt of his rifle, and as he hit him, the man's hands flew with a photograph of his family. He was reaching in his coat to bring out pictures of his fam-

ily. And Senator Inouye in this Ken Burns film talks about how he had to go get counseling for that because here was this man who was just trying to share with him his family, but he didn't share the German language.

Guy Gabaldon was recruited by the Marines in the early 1940's because he spoke some Japanese. He had picked it up from Japanese friends as a teenager in the neighborhood he was in, and he ended up in one of the islands. And, of course, we all have this illusion that the Japanese would never surrender, but because of his Japanese language skill he learned as a kid in the streets and the orchards where they were doing work, he got over 1,500 Japanese soldiers to surrender, and he did it on his own. He would go to the mouths of caves, holler at them in Japanese, they would come out and surrender, and he would—in one night—he did this mostly at night—he stumbled into a regimental headquarters and got 800 Japanese soldiers to surrender at one time. So that is 1,500 Japanese that are still alive. But think of the numbers of Americans who would have died if that had gone the way everything else had gone on those islands that were held by the Japanese.

So these are very real issues, and the needs are different now of our military, but when we talk about the role of foreign language in our military forces, if you are the person that is doing street patrols, this is not some academic exercise. These can be the kinds of misunderstandings that can lead to people getting killed.

So I appreciate you all being here today. Dr. Slater, we will begin with you.

Oh, Rush, would you like to—I will be glad to recognize you, Rush, for any comments you would like to make. Rush Holt.

Dr. HOLT. No, thank you. I appreciate Chairman Miller's remarks, and I will join in the discussion with the witnesses. Thank you.

Dr. SNYDER. Dr. Slater, we will begin with you. What we will do is we will put on this clock, and it will go green and then yellow, and then it turns red at the end of five minutes. But we want you to share with us any thoughts that you have.

All four of you gave fairly lengthy written statements. If you were to actually read those word for word, we will be here until Friday. But I know that you intend—we appreciate the fact—I have read them, and the staff has read them, and we appreciate your thoroughness. They are very helpful. But obviously you are not going to do that today. But if you have other things you need to tell us after the red light goes on, feel free to share those with us. But I know Members will have questions.

Dr. Slater, we will begin with you.

STATEMENT OF DR. ROBERT O. SLATER, DIRECTOR, NATIONAL SECURITY EDUCATION PROGRAM, DEPARTMENT OF DEFENSE

Dr. SLATER. Good morning, Mr. Chairman, members of the distinguished committee, Congressman Holt, Congressman Miller. Thanks for the opportunity to speak with you today.

The National Security Education Program represents a critical piece of the puzzle in how we address our longstanding national deficit in languages and cultures critical not only to our national

security, but to our broader national well-being. Since 1994, NSEP, has engaged in the national effort to expand opportunities for Americans to develop proficiencies in critical languages and to ensure that the federal sector has access to this extraordinary talent. More than 1,200 NSEP award recipients have and continue to serve in positions related to U.S. National security throughout the federal sector. In fact, just a few minutes from here up the street, we have about 125 of our former scholars and fellows meeting with 35 representatives of 35 federal agencies to talk about jobs in the Federal Government all morning.

As Director of NSEP almost since its inception in 1992, I feel compelled to note that the DOD leadership's very ambitious goals of the defense language transformation plan have been enormously successful in expanding NSEP's capacity to influence the educational process not only in U.S. higher education, but also in K-12. My testimony focuses on three of six major NSEP efforts: Language Flagships, State Language Roadmaps, and the National Language Service Corps. Each of these represents an important shift in paradigm as we endeavor to make available to the Nation a new generation of globally proficient professionals.

Just a few words about the Language Flagship. Just a few years ago, we started an experimental grant program with four universities. Today we have expanded to 20, accompanied by 3 K-12 national models and 8 overseas emergent programs involved in what is the first systematic national effort to develop and implement higher education infrastructures whose objective is to graduate university students at what we call the superior professional or level 3 level of proficiency in critical languages.

Flagship represents the most ambitious and aggressive effort to date to transform language education in the U.S., and we are committed to a goal of at least 2,000 enrolled students by the end of the decade. In fact, the results we are seeing today are quite remarkable. We are receiving the results of formal proficiency testing right now of a group of recent Flagship fellows. Remarkably, these fellows are testing at levels we ordinarily don't see; not only at the superior level three, but at level four. We expect in the coming years an expanded array of Flagship institutions across the Nation will be producing undergraduate students who routinely graduate at this level and beyond.

Flagship is an important part of a broader effort to transform U.S. education. We are building our higher education models on the shoulders of simply what must become a more robust K-12 language education system through the U.S. To that end, DOD, through Flagship and as a partner in the National Security Language Initiative, agreed to sponsor three national models of articulated K-16 instruction. Our hope is that a vital expanded K-12 effort proposed for the Department of Education will receive funding from Congress in the future.

The second program to mention briefly is the concept of state roadmaps for language. DOD tasked NSEP to sponsor a series of state strategic planning efforts that would systematically explore the demand for language skills within each state and develop a roadmap to address these needs. We identified the three states:

Ohio, Oregon and Texas. You will hear more about them later from my colleagues.

With this funding, an initiative began in June 2007, followed by a series of state-level working groups. The projects moved to their next level with the publication last October of three language roadmaps. Each state is now engaged in efforts to implement key components of that strategy.

The third program mentioned briefly is the pilot National Language Service Corps. When we consider the critical issue of surge capacity in the federal sector, DOD included, we see the language corps as an integral part of that solution. Simply stated, the Department of Defense, as well as the entire Federal Government, cannot reasonably expect it to ever possess the wide range of language capabilities that may be necessary to address immediate or emergency surge requirements. The NLSC is designed to address this need by providing and maintaining a readily available civilian corps of certified expertise in languages. The corps will maintain a roster of individuals, American citizens, with certified language skills who are readily available in time of war or national emergency or other national needs.

We are poised at this point to move ahead with active recruitment of members and planned operational exercises with our partners in the Centers For Disease Control, the U.S. Pacific Command and the Defense Intelligence Agency.

I look forward to answering any other questions you may have on those three programs or anything else that we are undertaking as part of the National Security Education Program.

Dr. SNYDER. Thank you, Dr. Slater.

[The prepared statement of Dr. Slater can be found in the Appendix on page 39.]

Dr. SNYDER. Dr. Givens.

**STATEMENT OF DR. TERRI E. GIVENS, FRANK C. ERWIN, JR.,
CENTENNIAL HONORS PROFESSOR, VICE PROVOST, UNIVERSITY OF TEXAS, AUSTIN**

Dr. GIVENS. Mr. Chairman and members of this distinguished committee, greetings from the great state of Texas. And on behalf of the administration at the University of Texas (UT) at Austin, thank you for the opportunity to speak with you today.

The University of Texas at Austin is one of the leaders in education abroad and language education in the United States. We are currently ranked third among doctoral research institutions, with 2,244 students studying abroad. And we teach a broad range of languages and area studies at our university, many of them top-ranked programs. I will focus my remarks today on our Flagship programs and the Texas Language Roadmap.

The University of Texas at Austin has received funding for two language Flagship programs from the National Security Education Program. The Hindi/Urdu Flagship (HUF) currently has 15 students, and the Arabic Flagship has had 39 students. This program is an important source of funding for our brightest students who have an interest in intensive language study. The Hindi/Urdu Flagship at UT is the sole language Flagship program dedicated to this pair of languages.

Building on a long history of teaching South Asian languages and cultures at UT, HUF is responding to a newly perceived national need to change the paradigm of language learning in the U.S. by developing new pedagogical approaches, a new type of curriculum and a new focus on the Flagship goal of producing global professionals, graduates whose linguistic skills will make them highly effective in a range of professional capacities.

The Arabic Flagship program at UT provides training in Arabic language and culture at the undergraduate level. The program is unique in several ways. The first is that our program is embedded within the department of Middle Eastern studies, enabling us to offer a very wide range of Arabic language and content courses. UT Austin has the largest Arabic faculty in the country.

A second factor that makes our program unique is that the majority of our students are nonheritage students. This means that we are able to target and recruit students based on academic talent, language aptitude and commitment.

Another key difference is that students have the opportunity to take content courses in a wide range of subjects, and these are all taught in Arabic.

The Flagship mission is not just to create a small pool of well-trained students, but instead to change the face of language teaching across the country. We are taking the lead in a wide range of projects to provide leadership to the Arabic teaching community. This year we will be focusing on K-12 outreach, testing and assessment, and upgrading our website to become a valuable resource for learners of Arabic.

A final goal of our program that we have had great success with is the creation of the next generation of Arabic language teachers. We have recruited many of the top graduate students in the country, who provide classroom assistance, work on research projects and take our program forward.

In February 2007, the University of Texas at Austin was selected as one of three institutions around the country to participate in the federally funded U.S. Language Summits project. The first phase of this project culminated in a language summit at UT in October of 2007 in the development of a language roadmap.

In the spring of 2008, I was asked to continue the project in order to develop an advisory board that would work with the state of Texas to develop the ideas outlined in the language summit. We currently have five high-profile members of the advisory board, and we are currently working with the Austin Chamber of Commerce to develop ties to the business community. The main focus of the initiative will be to develop and fund pilot language projects in elementary schools working toward legislation that would increase requirements for language training for K-12 and provide broader funding for K-12 language initiatives.

Another highly recognized program at UT, the UTeach Program, which is an innovative program to develop high school teachers as teacher certification for the following languages in the state of Texas: Arabic, Chinese, French, German, Japanese, Latin, Russian, Spanish. And the most popular of these are Spanish, followed by French and Japanese.

Looking toward the future, the University of Texas at Austin is pleased with the progress we have made thus far to support our students and faculty in language study and providing opportunities for study abroad; however, we cannot be complacent, and we must continually strive to find ways to keep pace with the needs of our country into the future. This means that universities must pay attention and be involved in what is happening in K–12 education not only in Texas, but in efforts that are developing nationwide. If critical languages aren't being taught in high schools, there will be a shortage of students capable of entering the Flagship programs; therefore, programs like the Language Roadmap are crucial to providing opportunities for teachers who will then provide the students who will enter the Flagship programs.

In a sense, universities working with business, government and education leaders can be a linchpin in ensuring that our country's needs for critical languages are met, but we must have the foresight to create the partnerships that will provide the funding for these programs into the future. As a university, we have been willing to put resources into these efforts, and we are pleased to work with the state and Congress on programs like the Language Flagships and Language Roadmap that will provide the business people, intelligence analysts, and teachers who are critical to our country's future. I strongly support Dr. Slater's hope that Congress will agree to fund an expanded effort led by the Department of Education to build a national network of K–12 programs in critical languages.

Again, thank you for this opportunity, and I look forward to answering your question.

Dr. SNYDER. Thank you, Dr. Givens.

[The prepared statement of Dr. Givens can be found in the Appendix on page 62.]

Dr. SNYDER. Dr. Bourgerie.

STATEMENT OF DR. DANA S. BOURGERIE, ASSOCIATE PROFESSOR OF CHINESE, DIRECTOR, THE NATIONAL CHINESE FLAGSHIP CENTER, BRIGHAM YOUNG UNIVERSITY

Dr. BOURGERIE. Thank you. Mr. Chairman, members of this distinguished committee, Chairman Miller, Congressman Holt, I am very happy to be here today and speak with you a little bit about the Brigham Young University (BYU) Flagship program, some of the things we are doing in the state of Utah. Our Flagship program was initiated in fall 2002 as one of the original four programs. We are now beginning our eighth year of operation and just accepted our seventh cohort this fall. BYU has a long history of strong English programs. Our undergraduate annual enrollments in Chinese are now over 1,600. Building on other strong existing Chinese programs, we have been able to infuse a level of innovation that did not exist before we had the Flagship program. The mission statement encompasses the goals and the aims of the program; that is, the Chinese Flagship program seeks to prepare students for careers related to China. The program's aim is to provide participants with the linguistic cultural skills necessary and cultural skills necessary to realize the professional goal within a Chinese environment.

All this we do with mission in mind and each phase of the program is designed to take the student to the next level—to that professional level of proficiency, but it has several supporting objectives. Raising the general proficiency to advanced or superior or level 3/3+, increasing capabilities in specialized professional communication tasks, providing general and domain related cultural training. We also are the—we are the managing Flagship for managing an overseas program that I refer to more in my written testimony.

After seven years and six cohorts, the program has begun to produce just the kind of students it was designed to train, as Dr. Slater has noted as well. Last year, standardized testing for Cohort five yielded seven superior ratings, that is the 3/3+ range, five advanced ratings and most importantly, graduates are working a wide range of fields related to China, including 12 in the U.S. Government positions, including State, various other agencies, Commerce and so on. I would like next to just talk a little bit about our K–12 partnership, because that was raised as well. As is the case throughout much of the country, Chinese enrollments have burgeoned in Utah in the last five years.

Although still a small percentage of total foreign language enrollments, the number of students studying Chinese in Utah has grown substantially from 183 in 2003 to 1,215 in 2007, with a projected enrollment of 3,000 to 3,500 in 2008. In 2003, fewer than six high schools had Chinese programs in Utah. In 2008, there will be 74 secondary school programs and there will be starting with the 2009/2010 year 10 dual language emerging schools for the K–12 level. These state-based incentives have allowed the BYU Flagship program to focus on curriculum development, assessment, support and teacher training on how to—and we have used recently allocated K–12 linkage funds from NSEP to respond to specific requests from the world languages unit in individual districts.

The first of these is the K–12 is a distance program for teaching Chinese called enhanced Educational Network (EDNET). Now in the second year, the EDNET broadcasts on the Utah education network and serves 34 sections and 28 high schools. It is a blended distance model. That is where they have an interactive experience with a master teacher and then there are local facilitators who speak Chinese. Another important effort in the K–12 domain has been our Start Talking (STARTALK) program. For the last two years, our center has sponsored this DOD-funded program on a residential intensive language program for high school students. STARTALK plays two distinct roles in our K–12 strategy.

First, it exposes more students to Chinese earlier and helps bolster high school enrollments. In addition, the program is a recruitment ground for flagship programs later on. In 2008, our second year of the program, we expanded from our 2007 numbers significantly to serve 60 high school students. Moreover, the teacher training component enrolled 18 secondary teachers and prospective teachers. This ongoing professional development workshop series helps address the critical need for qualified K–12 teachers in the state of Utah.

Lastly, I just would like to mention just a little bit about our summit. We had the summit among our Flagship states just last

week. In addition to this, recent specific collaborations with the state of Utah, the Department of Education as I just noted, we have the Flagship center with a core organizer of the Utah governor's language summit just last week on the 16th. The state took full charge of the summit collaborating with NSEP and drawing on their expertise from previous language summits. Governor Jon Huntsman gave his direct support to the effort as in previous language summits in Ohio, Texas and Oregon.

The gathering brought together representatives from business, education, industry and government to begin a dialogue toward a language roadmap for the state of Utah. Speakers and participants, including the governor himself, Jon Huntsman, Dr. David Chu, some of the Senate leaders, also key participants, the head of the governor's economic development office and the head of the Utah world trade organization. The summit was the first step toward developing a language policy for the state of Utah. Smaller working groups currently being formed to draft a formal statement on language policy based on the outcome of the language summit is follow-up research. These results we brought forward as recommendations to the Utah international education summit to be held in January.

The Flagship program at BYU and its partners across the country have clearly begun to effect deep change in the language field. Flagship programs are increasingly looked to for as role models or language pedagogy and its directors as national leaders. In my 20 years of language-teaching experience, this is probably the most far-reaching of anything that I have yet witnessed. I thank you for the opportunity to address this committee and I look forward to answering any questions you may have.

Dr. SNYDER. Thank you, Dr. Bourgerie.

[The prepared statement of Dr. Bourgerie can be found in the Appendix on page 96.]

Dr. SNYDER. Dr. Walker.

STATEMENT OF DR. GALAL WALKER, PROFESSOR OF CHINESE, DIRECTOR, NATIONAL EAST ASIAN LANGUAGES RESOURCE CENTER AND CHINESE FLAGSHIP CENTER, OHIO STATE UNIVERSITY

Dr. WALKER. Chairman Snyder, Congressman Bartlett, Congressman Miller and Congressman Holt, as unaccustomed as I am to being brief, I am very pleased to speak with you on behalf of the Ohio State Chinese Flagship program. I hope my written statement and comments here reflect some of the excitement and resolve around the changes in the ways those of us in Ohio are thinking and acting about foreign language and culture training. I would also like to convey the important roles of the national security education program, the language Flagship, in driving these changes. The biggest impact of the Chinese Flagship program on Chinese language study in Ohio is the raised expectation. We have been able to demonstrate time and again that expecting excellence and then working to achieve it leads to demonstrable improvements in foreign language education.

Five years ago, we did not have the capacity to provide our students with the sequences of study and training that consistently

led to the advanced proficiencies in Chinese. We had a good number of students who would reach advanced levels, but those levels were largely reached after formal programs of study were completed and were hit and miss depending on the ability of the students to pursue a language study on their own. Now we have a consistent stream of young people who demonstrate advanced knowledge and skills not only by testing at Interagency Language Roundtable (ILR) Level three and above, but also by engaging in genuinely difficult tasks requiring sophisticated language abilities. This past week, Rue Burns, an undergraduate political science major, came to us from George Washington University, completed his master thesis on a new social class in China by defending it in a public forum attended by his teachers in Columbus and a panel of Chinese sociologists in Qingdao.

In a video conference session that run over two hours, Burns presented his thesis, responded to criticism and discussed revision, earning a pass from his teachers and praise from the Chinese scholars who are clearly interested in what this young American had to say about their society. This kind of session is a regular event in the OSU Chinese Flagship program. When a predominantly nonheritage undergraduate and graduate students observe the high level of performance of students who are only a year or two ahead of them, they see what is expected of them and they are eager to rise to the challenge. The Chinese Flagship program is also raising the expectations of our university. If Chinese students can consistently reach advanced levels of proficiency, why not other languages? We are now discussing an institute of advanced language study where students of other languages will be challenged by the same expectation.

By building the Chinese Flagship program into the degree structure of the university, we are confident that the changes we have implemented through the support of the NSEP will remain with the Chinese program and create a strong potential to spread to other languages. The support of national security education program has permitted us to create innovative approaches to training our students to the advance level. Among these are the integration of language study and content. During the OSU Chinese Flagship program, our students progressed from studying the language and culture to studying in the language and culture by means of course content that prepares them to intellectually engage Chinese counterparts through a program of mentors with domain knowledge that is focused on developing a research addenda, our students quickly become used to the idea that they are going to learn concept ideas and perspectives that they would not encounter if they did not have the language ability. From the beginning, we frame language instruction in Chinese culture in making sure that the students actually perceive the way Chinese present their intentions. Later, we expose them to Chinese commonsense so that they know it when they see it later on.

From the culture, we engage them in community, a large part that we deal with in our center in Qingdao, which I mention in the written statement and which you might talk about later on. We are now in the process of expanding the number of undergraduates in our Chinese Flagship program. And the state of Ohio has recently

made anyone eligible for G.I. Benefits eligible for in-state tuition rates. We hope that we are going to attract graduates who have left the service, graduates of the Defense Language Institute and other such backgrounds.

I am going to talk in the last 40 seconds about the roadmap. We had a meeting on June 28, 2007 of about 85 citizens of Ohio who got together and discussed in kind of a fast-paced daylong meeting the issues of—the needs and resources for languages in Ohio. This resulted eventually in the production of the roadmap team, which was produced by citizens from that group, mostly dominated by business and government—people from business and government. We are continuing with that, these roadmaps—these design teams are meeting and just recently we had meetings of 12 of 13 public universities in Ohio to meet about implementing these findings of the roadmap. We have learned a lot from our friends in business and government and public service. Language and culture skills are equally important. Language must be combined with work related knowledge.

And access to language instruction must be broadened and the delivery of the instructions made relevant to the workplace. We also learned that there is a valuable reserve of people in our community who have substantial experience and knowledge of foreign languages and cultures and they are willing to share that with their fellow citizens. This is my favorite takeaway from the language summit and roadmap activities in Ohio. Thank you for the opportunity and I will be happy to answer any questions.

[The prepared statement of Dr. Walker is retained in the committee files and can be viewed upon request.]

Dr. SNYDER. Thank you all for your testimony. What we will do is we try to follow our five minute clock here pretty strictly for us. So I will take five minutes and then go to Mr. Bartlett and then without objection we will let Chairman Miller and Dr. Holt participate. Dr. Slater, I want to spend my first five minutes here and have you do a thumbnail tutorial for all of us who are hearing about some of this for the first time and are watching on the television. I want to talk about the Flagship centers and the language roadmap. And then on the language roadmap, when we have two of the three states here that were funded with DOD money—Utah was not, but Texas, Ohio—and Oregon is the third language roadmap state. Now, give me the one-minute summary of that. Was that predominantly DOD money that went to fund that program? Describe that for us, please.

Dr. SLATER. Yes. It was all one-year money that was made available from Congress to the Department of Defense, which, in turn, asked National Security Education Program to develop an effort to look at the issue of working with the states. Primarily we believe that if we are going to change the language education system in the United States, we really need to build it at the local and state level. That is where change occurs in education.

Dr. SNYDER. So essentially they all came together—was it Dr. Walker that—in describing the summit, that you essentially funded a summit in which they discussed what they need in their state for language needs?

Dr. SLATER. We funded each of the Flagship centers at UT Austin, at Ohio State, University of Oregon to take the leadership role in building first the process, which convened a summit. Now, the interesting part about the summit as an educator I can say this, is we challenged them to bring in the demand side. Educators don't always listen so well. So we asked them to sit in the back and listen to the demand side, talk about what the needs are in the state for language across the state for socioeconomic reasons, for boosting the economy. From that summit, they each formed a set of working groups that took the lessons learned from the summit and built an actual strategic plan that we called a roadmap over the next six months, released that roadmap and now each state is working at their own pace and at their own meaningful level for that state on various pieces of that strategic plan to try to adopt it.

Dr. SNYDER. Has the original DOD money played out in those three states?

Dr. SLATER. The original funding has. Through the Flagship centers, we provided them with a little additional funding to maintain some momentum. But at this point, most of the federal funding has been completed.

Dr. SNYDER. One final question on that and then I want to go to the Flagship centers. It is my understanding that there are other states—Utah apparently is an example—that think it is such a hot idea, they are doing it without federal dollars, they are trying to do it on their own. Do you think it would help the cause if the Congress were to find a way to fund additional language roadmaps with that one-time money?

Dr. SLATER. We would like actually to see 51 of them, including the District of Columbia. That would be a major advance, yes.

Dr. SNYDER. Yeah. And then I want to ask about the Flagship centers. And I think in your written statement you talk about the growing number and you project have a lot more. That is not entirely DOD money there, correct? And would you describe the funding for that? And then how does one become a Flagship center?

Dr. SLATER. What we talk about actually—what I talk about actually in my statement is the number we would project through DOD funding. Because what we see in the long run—

Dr. SNYDER. All the federal dollars are DOD for those Flagship centers, is that what you are saying?

Dr. SLATER. Excuse me?

Dr. SNYDER. All the federal dollars of that projection for Flagship centers is DOD dollars, no Department of Education?

Dr. SLATER. That is correct. We hope that other universities and expect other universities to begin to build Flagship-type programs that are independent of our funding. And we are seeing some interest in that happening now. But what we talk about in my testimony and report is the response that we are working on directly with DOD funding.

Dr. SNYDER. And if I am a college in central Arkansas, how do I become a Flagship center?

Dr. SLATER. We actually have an annual request for proposals that we call diffusion of innovation, which invites universities to partner with one of our Flagship centers. And we will help them and fund them to develop the curriculum that would implement

that. We added four universities this year. That is the main vehicle we intend to use to add new universities to that. So a university in that case, we would ask them—we would connect them to a Flagship center. They would work together and develop a curriculum at that level.

Dr. SNYDER. And that is ongoing funding, DOD funding; is that correct?

Dr. SLATER. Correct.

Dr. SNYDER. That is good. Mr. Bartlett for five minutes.

Mr. BARTLETT. Thank you very much and thank you for holding this series of hearings. I am enormously supportive of our military focusing more on languages and culture. And I think that we have great difficulty in communicating with these other peoples because we do not understand their culture, we cannot speak their language. Seventy percent of all communication is said to be non-verbal. If all you know about the language is what you have learned in a textbook, you have already lost 70 percent of all the communication when you talk to these people. And I think that our military ought to be spending more effort on this. And if we did, I think we might have less needs for guns and ammunition because this understanding each other, I think we might have less wars in the future.

I am very envious of those who speak another language. I see little three-year-olds that are fluent in two languages and I worked really hard to try and learn a second language quite unsuccessfully through high school and college. I am told that when a child is three years old, they know half of all the things they will ever know. If you think about what a three-year-old knows, that is not too hard to understand, is it? You know, we work really hard to try to get our people proficient in a foreign language when we wait to start till college. If you wait to start until high school, it—and I am glad that the chairman of our education committee is here. If we are really going to be successful in this, we have got to immerse them in this foreign language from birth up. It is just so easy when you do that. We teach English when you are in school. We are not learning the English language when we teach English. We are learning about the language and its structure and so forth.

How do we start this cycle? Our magnificent arrogance has in the past kept us from focusing on foreign languages. When I went to college, one of my fellow students there was from Iran. That wasn't a bad name then. And she spoke 14 languages. She said after the first half dozen, it was pretty easy because of all the similarities in the languages. How do we immerse our kids in these foreign languages from the very beginning? I see these little three-year-olds, they don't know a noun from an object or anything else, but they speak the languages. How do we start this cycle? Once it is started and the parents speak a second language, they will if they are patriotic Americans immerse their kids in a second language because the world has really shrunk and we need to know these other languages. But how do we start it? If we wait until kindergarten, it is too late. They are already about twice the age when they know half the things they will ever know. How do we start early?

Dr. WALKER. We do some of that. To answer your question directly, what we are trying to do—we are developing a curriculum

for K-12 or pre-K. We haven't gotten down to age three yet. But the idea is to build a curriculum where basically essentially where the children learn to play in another language. You teach them how to exist and how to manipulate their way through an environment, maybe just a classroom. And they learn to play, they learn to relate to other kids and their teachers in the language and just maintain that over a period of time. The important thing about language training at the early age is sustaining it all the way through. Very often we have language programs that start out very well and children will develop a capacity in the language and then they will find out that they can't continue that in the middle school or in the high school. And that to me is a huge waste of a resource. But, Congressman Bartlett, I think you hit on a very important thing. When we have these little children and they are in a situation where they can learn a language, a second language, it really is, it truly is a national resource and it is a resource that has a timeline on it. We won't be able—we won't be able to teach them the same way and to the same degree of competence later on in their life.

Mr. BARTLETT. Why can't we start in the crib with interactive television?

Dr. SLATER. Well, interesting comment. And this is an area that we really do need to explore more and pique the entrepreneurial spirit of the American pre-K system, which is generally private and not public. At our Oregon language summit, we had a lengthy conversation with a proprietor of a large national chain of pre-K programs. Language sells at that level.

So we need to figure out a way to develop more programs that attract kids at the pre-K level. Now, the key, as Galal mentioned that I want to add, is that what we do very poorly is take what we build on and make sure that the children continue their progression. And I often say it is like—the way we treat languages in K-12 is like offering a child a math curriculum in elementary school and when they get to middle school, say we are sorry, we have nothing to offer you, all we can do is duplicate what you did in first through sixth, wait until you get to high school and then maybe we will build on it. That is what we do.

So if you are going to invest in the pre-K, you have to have a system in place that then takes advantage of that ability and builds on it throughout the remaining 12 or 13 years of school life or it is a wasted investment.

Dr. SNYDER. Mr. Miller for five minutes.

Mr. MILLER OF CALIFORNIA. Thank you. I am going to pick up there, Dr. Slater, if I might. Two things that always worried me in my years of education is sustainability and replication. And usually along the way between those two issues you lose quality rather rapidly. And my question is—and this is just out of ignorance of the program—you just described what we do in mathematics, which is a horror show, because we either repeat over and over things that are very disjointed when we see how they are presented here. You have a lot of discussion here in each of your presentations about the professional development of teachers. And it seems to me that success in teaching language sort of like success in teaching math, the depth of knowledge and comfort of the teach-

er has a lot to do with the ability to find acceptance among the students because you are able to differentiate your instructions, your guidances, your suggestions and the rest of that. If you are just barely ahead of your students, there is not much you can do to help them when you are in trouble.

So I would just like to know what you—and you have a number of programs here both directed at teachers and in the classroom. And I would like to know just how you maintain this quality, sustainability and replication.

Dr. SLATER. And I might let my colleagues share some thoughts on the teacher education issue. Flagship generally is not engaged directly in teacher development, although I would add that we spend a lot of time in the Flagship program making sure that everybody who is teaching in it is an expert in how to teach languages. This is a real—but you put your finger on exactly the primary issue for the American education system, which as you know much better than I do, extends way beyond just teaching language. It is teaching all the fields. How we effectively develop a core of teachers across the United States who are effective in actually teaching language is a critical challenge.

We don't have that problem in Flagship because each university is investing. When we enter an arrangement with a university, we insist that they designate old time tenure track lines in the languages to the program we are funding.

So they are committed to that. But I think you might want to hear from the other universities in how they are looking at the teacher training issue, which is really the one that worries us. If you are asking me what keeps me up at night, it is where we are going to find all these teachers to——

Mr. MILLER OF CALIFORNIA. You mentioned in Utah you went from 5 to 74 schools. That is an applause line, except I don't know the quality of the teachers in the other 69 schools.

Dr. BOURGERIE. Right, right. I mean, that is a good point and I think it deserves a little bit of explanation. Now, that is an array of a variety of programs that includes our distance program, which reaches out to, I think, 24 schools. And that is one of the ways we can do it. We brought in a small number of visiting teachers from the national—the Hanban teacher. We don't see that as a long-term solution but as a short-term with other trained teachers. And we actually were involved in training them to work in a U.S. context because they weren't used to that.

And then we have our EDNET teachers. And we draw from those—we have been developing these apprentice teachers for the last several years through this program. So it is really a multifaceted approach. But I want to say too, that it is a serious problem. Because it is not just finding enough, it is finding ones that really get it and are committed to the sort of instruction we have been talking about here. That true in all languages, but especially true in some of these critical languages that we deal with.

Dr. GIVENS. You may have heard of our UTeach program. There has been a large emphasis on the math and sciences of course. But we are spreading that out.

Mr. MILLER OF CALIFORNIA. You had them at a hearing actually.

Dr. GIVENS. And we have actually spread that to the languages because we recognize that there is such a strong need for language teachers, particularly in the critical languages. So we are trying to expand that model. It is also going into engineering. In general at the university, we see teacher training as one of the critical components of our mission. And so the UTeach program—unfortunately the language aspect doesn't have nearly as much funding as the math and science and we are hoping to be able to increase that. But the other side of the equation is that, for example, they have chosen not to train any teachers in Russian because there aren't any placements for them. And so that is why I think the roadmap is important, because we need to find the ways to actually create the placements for the teachers in the critical languages. So it is really very much connected and we need to focus on all the different aspects.

Mr. MILLER OF CALIFORNIA. Just one quick question. Are the graduate students, are they given a stipend? Are they given a scholarship? Are they identified as we do in math and science—through the National Science Foundation, people are given stipends to get through the program?

Dr. GIVENS. Some are, yeah.

Dr. BOURGERIE. All of ours get at least some funding.

Mr. MILLER OF CALIFORNIA. Thank you.

Dr. SNYDER. Thank you. Dr. Holt for five minutes.

Dr. HOLT. Thank you, Mr. Chairman. And thank you for allowing me to join you today. Let me first ask about the ground rules. Are we likely to have another round of questioning?

Dr. SNYDER. Yes.

Dr. HOLT. Good. Anyway, thank you for doing this. And, Dr. Slater, Givens, Bourgerie and Walker, thanks for very good testimony. The Chair began with some anecdotes about why it is needed. I got heavily involved in this, well, earlier this decade when I was sitting in the Intelligence Committee listening to some special forces types who were saying that they were combing the hills looking for Osama bin Laden. And I said when you talk with the local people, you know, what do you learn. And they said actually we are limited there. We picked up some since we have been out there. And it really drove home the national security need here.

Certainly it is easy to imagine interrogation nuances missed and insurgencies not quelled and lives lost. Looking at it more positively, we are making progress and we by investing in this, it seems we are not only enhancing national security, but we are really enriching our society. Something that has become apparent is veterans are facing higher levels of unemployment than the cohort that hasn't served their country in uniform, which is not only a disgrace, but sort of hard to believe.

And there was a news item on the radio this morning. Well, okay, so what good does machine gunner training do you in the job market and all of the various people trained in high tech warfare? Well, certainly the more people who come out of the service with fluency and competency in languages, the more useful they will be and more successful they will be in the marketplace. I am pleased to see the good progress. I mean, I followed the David Boren undergraduate and graduate fellowships and the Flagship programs and

the heritage speaking programs. I have visited STARTALK programs. And the statistics about the growth of these programs are impressive and the raised expectations are so encouraging.

We see it in school boards and among school principals and elsewhere. So I think we are on the right track, but there is just so much more to do.

Let me turn to a few questions, if I may. Dr. Slater, say a little more about the statistics of what happens to the NSEP graduates and over the long-term, where do you think they will end up?

Dr. SLATER. As you know, every individual who is funded by our program incurs a unique requirement that they seek—must make a good faith effort to seek work in a national security-related position in the Federal Government. That is a requirement. We don't promise them a job. But they have certain advantages in terms of special hiring authorities and we have staff that actually assists them in finding jobs. We keep—because it is a requirement, we obviously keep careful statistics on them. The key, I think, that I always point out to people is the selection process is first based on motivation to want to work for the Federal Government. So we already have a cohort that comes in, perhaps with too high an expectation that they are going to go right from the end of the program or graduation to ambassador positions.

Dr. SLATER. So we have to temper their expectations somehow to understand that there is a progression and a career from beginning to that level.

Once we get beyond that, we have an enormous level of success in getting students in. The three primary organizations they work in are the Department of Defense, Department of State, and the intelligence—the various agencies of the intelligence community. Almost two-thirds of them wind up in one of those agencies. But we have had 52 students, for example, complete their service or working their service requirement in International Trade Administration, Department of Commerce, as another example. We have had about 1,250 students to date. The pipeline at any one time has about 700 and 800 students seeking jobs.

We are always looking for better ways to do it. As much as I would like to think the Federal Government is a simple process in finding jobs, it is not. The security clearance process can often delay an individual's actually coming into the government by a year or two. So we deal with lots of impediments in this process. But that is generally the numbers and track we have.

Next year, the Department of Defense is initiating a new professional development program where we are hiring approximately 20 a year into the Department and in 2-year internship positions. So we are making a lot of advances in that area.

Dr. SNYDER. Mrs. Davis for five minutes.

Mrs. DAVIS OF CALIFORNIA. Thank you, Mr. Chairman.

I am sorry I missed your earlier testimony, but maybe I can pick up on some of what you have said.

One of the things you just mentioned is that even though you have these alumni, they are not able to get a fast track into a civilian job, into a government job. And it seems to me that that might be a good place to look for a process that we ought to be doing. We know, my goodness, I mean, anybody who wants to even work at

the VA or anywhere has to go through a very long process, even if they have a specialty that is sorely needed. So it may be that in this area as well, there needs to be some way of taking a look at that. So I would be happy to see if you need anything from us, please, we might want to really make certain that you send a very direct message that anybody who goes through that program ought not to wait around for a year because by the time they get picked up by that agency who really needs them, they are off doing something else. So that is really critical.

I am wondering whether you have had some thoughts as well, we have talked here in the Armed Services Committee about capturing those individuals who have gone over to Iraq, Afghanistan, ended up playing roles very different from what they had trained for, but they developed and found that they had some skills. Are you taking a look at that pool of individuals who have come back and are looking for, whether it is even in teaching or in language acquisition where they have a start and they could continue to build on that? How extensively are we tracking those individuals?

Dr. SLATER. That is an excellent question, and I think we certainly need to do more in that area. I would give two answers to that. One is—I think is, we started to work with all the Flagship centers. As I think Galal mentioned the new GI bill is certainly going to—this is a new generation of military that have been exposed to many languages and cultures that they were not exposed to in their earlier education; they are going to be returning over the next several years with a new interest in pursuing language study and culture study, and we would like to make sure that the universities are positioned to capitalize on that in the education process. So we were thrilled when Ohio decided that they would waive out-of-state tuition for individuals with that, and we would like other universities and states to follow suit with that so that we can capitalize on that.

The other issue is the National Language Service Corps. We have an enormous diversity of talent in this country which we do not use, and that population you are talking about is one very important piece of that group. We see the Language Corps as an organization that can capture these people, put them to use, give them an opportunity to maintain and advance their language, and then serve the country and, eventually, state and local needs with that.

So there are things. But you are absolutely right, we need to think more about other avenues for them as well.

Mrs. DAVIS OF CALIFORNIA. I think what we would hope and look for is some kind of a real plan that would begin to do this, and that would build on our native language speakers that are in the country. I know even in the San Diego community, there are many people who have the ability to help and really weren't encouraged at all to do that. So we need to map all that help in some better way, and I think we really want to be helpful in that regard. The people who are returning are basically, a lot of them are here, and so we can't wait too much longer, I think, to have that kind of plan that works.

The other thing I would just ask you in any time really left. In your experience looking over globally, I guess, to the language programs in foreign countries that actually have done an exceptional

job of reaching very young children and beyond; clearly, I mean, if you are living in Europe and you have exposure, that is going to be very different for young children, but there are other possibilities. I know, as someone living in Japan many, many years ago, children loved to come by our house just to hear us speak English, and they were learning a little bit in school.

What is it that we should be looking at beyond some of the programs? I have seen great immersion programs here in our country, and certainly San Diego has had some that are very successful. But is there anything that we can tap into that you have seen that really is quite different than our approach?

Dr. SLATER. Well, our approach is unique. We are, frankly, out to lunch on our approach. We talk to our European colleagues about learning from them what they do in languages. They say: We can't teach you anything, because by the time our students get to university they are done studying languages because they have done it.

It is doing a better job in early education. It is dual immersion programs. We have enormous opportunities to build on populations that speak other languages as a first language and capitalize on that by communities building on that and building dual immersion programs, which not only enrich language learning but enrich learning in general in the schools. And the performance data we have suggests that performance in general across the curriculum is better. That is what we need to be doing. We can't defer this to the university.

Our sense in Flagship is we want to challenge universities to take an advanced placement student in language and build on that to the higher level. But they should be already coming to the university with a facility in a second language. And that is what—so we can't learn a lot from other systems because they look at us and say: You are doing it backwards. And so that is what fundamentally needs to change.

Dr. WALKER. It sounds pretty good to me. But I do think that the one thing that we really need to pay attention to when we establish these programs is just the extended of sequence of instruction. And I don't want—again, just to repeat, don't waste the resource of having children up to a certain level in the language, and then for some reason or other, have them lose that. That I think is what we want to avoid.

Dr. SNYDER. We will go another round here. I want to hear from the three of you about the federal funding. If each one of you could talk first about the—I guess I want you to critique Dr. Slater's program, and ignore him. Pretend he is not here.

How easy has it been to work with regard to federal funding? How important has it been to you? I don't want to go away from here if, in fact, the tail wags the dog. Is it a small part of your activity? Would each of you talk about that in terms of the accountability, how important federal dollars are? Can you use more, et cetera? I know the answer to that question. Go ahead.

Dr. GIVENS. Yes. Well, we have had a very good working relationship with Bob, and that is not just because he is sitting here.

The funding has been very important because it is actually, even though we have one of the largest Arabic teaching faculties, it still allowed us——

Dr. SNYDER. If I may interrupt. If you would distinguish, is funding important for the roadmap before your flagships?

Dr. GIVENS. Both. Let me talk about as focusing on the Flagship first.

So it has been very important. Well, for one thing it allowed us to develop new curriculum in pedagogies that have been very effective in getting students to a much higher level of proficiency than the traditional ways of doing it in the past. And so really, working with the Flagship program has had a major impact on our curriculum on getting students actually into the countries where they can really immerse themselves in the language and so on. I think it has really helped us to move our pedagogy and curriculum forward in a way that we might not otherwise have done. So I think the federal funding has really been a key to moving our programs forward both in Hindi, Urdu, and Arabic.

And then in terms of the language roadmap, the federal funding basically kicked us in the rear and got us doing something that we might not otherwise have done, which is to really get a dialogue going across the state on this particular issue in a more focused way. It is not that these issues aren't already being discussed in the state of Texas, but it really has helped us to focus in and to support legislation that is already out there at the state level and to work with a group of people from government and business and education to try and come up with ways to get at these K-12 issues in particular.

Dr. BOURGERIE. I think it obviously has been very important to us. Again, we have a very strong language program traditionally. But even with that, as I said in my other remarks, that it has helped us to really change fundamentally what we do. It has also brought so many more students into the higher levels and, more recently, into the K-12 collaboration.

Utah is a little different in several ways. We don't have a K-12 center, per se, but we have been given linkage funding and we have a lot of energy at the state level coming to us and saying, how can we partner? And obviously, I think if this is going to go well all around the country, there has to be lots of partnerships. There has to be partnerships between the states, the Federal Government, local governments. And that is, I think, we are seeing in a lot of the Flagship context right now.

It has been extraordinarily important to get the infrastructure up that serves us well now, including the local infrastructure, but also the centers abroad which have served all the Flagship programs. And those have been fundamental to getting done what we want to get done at the advanced level.

On the summit level, I should say that even though ours was funded by the state of Utah, very enthusiastically, I might add, we still benefit from the other three. We were able to look at their roadmaps. And had those not been done, I think it would have been hard for us to get the kind of enthusiasm that we did get in our summit and onward toward a language roadmap.

I should also say that we did have some in-kind in-step support as well. Bob came up and donated a facilitator and some of the organizers to our group in Utah as well. So it has been important, and I really don't think we could have made this breakthrough without substantial help in that way.

Dr. SNYDER. Dr. Walker.

Dr. WALKER. One of the things that the NSEP funding particularly has done has allowed us to really focus on our results, to take a target and say that is what we are working toward, that is what we are going to get. In a way, in the past we already had those goals in mind, but we didn't have the resources to put in place and to constantly reach those goals.

We have been allowed to engage in a lot of innovations. We have had funding, say, to develop an online assessment program that we can use to build electronic portfolios for our students, where our students can be evaluated from—by people anywhere, in China, here, and other universities. This is something that we wouldn't have been able to do. We have a center, the centers abroad in Nanjing and Qingdao. These are constant resources that we can send our students to, to get them working in the actual communities in China. When students return to us from those places, they come with experiences that students before them never had before. They have interacted with Chinese on all levels, from the neighborhood, even to interacting with officials in conducting community service projects that involved a wide range of people.

And finally, the roadmap. I would say, for us, it allowed us—it brought us in to take our discussion of what we are doing in foreign language and culture and put it in the context of the people around us, the businesses and the people in government who have—sometimes, especially the people in government public service desperate needs for a language, sometimes its life and death.

But in business, they have their own way of looking at the issue. A lot of times they do not perceive a need for language because it is so far from their minds that this is going to be available that they don't build it into their expectations. But once we start talking about it, we get a really good idea that they want the culture—language and culture, very important. And the language has to be involved with content that is professionally related. They have to be able to work in the languages.

Dr. SNYDER. Mr. Bartlett for five minutes.

Mr. BARTLETT. Thank you.

I lived as a child during the Depression near a coal mining town in Western Pennsylvania. Most of the people worked in the coal mine were immigrants from European countries. I remember Little Italy as one of the streets in the little town I grew up near, and there were similar enclaves for those who came from Hungary and Czechoslovakia and so forth.

My mother taught in the Americanization program for the WPA when the children of these immigrants were seeking to become American citizens because they came with their parents as children from overseas, I remember how proud the parents were that their children now spoke English and they really didn't want their grandchildren to speak the native language because they were

Americans now. Now we have a multilingual country for which we are proud, and many see this as threatened by "English first."

I think we do an enormous disservice to our immigrants if we make it convenient for them not to learn English, because at least for the moment, English is the language of commerce in our country. If you don't speak English, you are destined to work forever in entry-level jobs. But the world has really changed. And contrary to this culture that I grew up in where, if you spoke something else you weren't an American, today I think it is very desirous that more and more of us speak more and more languages.

Unless this is embedded in our culture, you are waging an uphill battle in the schools, because we have to see that as something coveted that we ought to be working for. How do we get the American people on board so that they value learning another language and really tell their kids, gee, we are looking forward to you speaking another language? How do we get our culture on board? It would make it a whole lot easier for you if we have them supporting you.

Dr. BOURGERIE. I think, first of all, they are getting on board much more than they have been in the recent years. Just the bonus demand that parents put out there toward getting programs, we get a lot of that. Almost daily we get people saying, why don't you do this? Why don't you have a good program in kindergarten for my daughter or son? And this happens in a lot of places.

So I think the good news is the demand is there. I think that we are not doing a perfect job of fulfilling it, but I think the demand is much more out there than we thought.

I appreciate your comments. I grew up in a sort of bilingual situation, too. Not Chinese, by the way, but with French and English. And my parents were French speakers and I always felt that it was a good thing, that I was very proud of the fact that I knew another language. Not a lot of my friends thought that. I lived in an Eastern European neighborhood where most of them tried to bury that.

I think the key thing here is, too, that we do mine that heritage community as well as the others that we have and give them added value for who they are and what they are. And I think there are some good things going on in that respect as well.

Mr. BARTLETT. I am glad you are hearing that. I have been in Congress now for 16 years, and I have never had a constituent tell me, gee, we need to do more in learning foreign languages. So still I think, although you are hearing good things, I think we have a way to go before we really have our people on board and valuing this and pushing for it.

Dr. BOURGERIE. Especially in key languages. We get daily calls in our center, many calls, saying when are you going to have—so maybe it varies from language and region, but I think there is some good news out there, too.

Mr. BARTLETT. Thank you very much, Mr. Chairman.

Dr. SNYDER. Mr. Bartlett, I am not sure all our constituents appreciate the national security aspects of this need, though, either. I think how significant it could be in the past and how significant it can be in the future.

Mr. Miller for five minutes.

Mr. MILLER OF CALIFORNIA. Thank you. I am going to have to leave after this question; I have a leadership meeting. But thank

you very much for this hearing again, Mr. Chairman, and to the witnesses I hope to get back to the witnesses.

If I might just ask one question. When we reauthorized No Child Left Behind and in the preliminary drafts and suggestions, we have been having this struggle over curriculum. There has been a popular belief that No Child Left Behind requires you to narrow your curriculum, teach to the test, dummy it down. Okay. Some people did and some people didn't, and that is the case.

My worry is that if we come on, we are going to have—people want us to introduce science into the testing languages into the testing. But, again, for most schools we will have something that looks like language, we will have a quick, inexpensive to grade multiple choice test that will look more like vocabulary than anything else, and we will be done with it. And I think that before we put this demand on school districts all over the country, we have got to have some sense of what the best practices are, what the best curriculum is, and what is the curriculum that drives the deepest learning and hopefully retention.

You talked about creating this environment in the schools and engagement of these students and this learning at a very early age. I doubt there are many teachers who would be comfortable doing that unless it is sort of a rote prescription that we give teachers; when they don't have the capacity, we then give them a prescription for each moment of their life in that classroom. And you now have some of these programs.

What are you doing about back and forth on best practices and curriculum development so that the assessment doesn't drive the curriculum, the curriculum drives the assessments? I know it is expensive, but it may very well be we get a better return on our dollar than what we are doing today.

Dr. WALKER. Well, one thing I can say is that what we are looking for, especially in our K–5 curriculum or K–12 curriculum in total, is performance, performance features. For example, if a young person, let's say a five-year-old or a six-year-old can do something in Chinese, we can make it a very limited amount of things that they are able to do. I would say there are about 10 questions that an adult will ask a child in Chinese, so we can train the children to respond to those 10 questions pretty readily. But we can also focus what we want them to do and what we want them to respond to, to the environment around them. They are not too good at learning lists of things, but they are very good at learning how to do things. So I think what we need to do is sort of identify, what would we expect children at a particular level to be able to do?

When we are designing our curriculum, we kind of try to avoid the grade-by-grade development. We have what we call the phase, phase one, phase two, phase three. And these are sort of designed on a parallel to sort of orchestra; beginning orchestra, intermediate orchestra, and advanced orchestra. So we feel that if a student wants to begin Chinese, just as if a student wants to start the French horn, they have to begin in phase one or beginning orchestra and work their way up. And we think that kind of thing, we can describe what is expected out of those different phases almost precisely. And a lot of this is just based on research about how chil-

dren use languages. And if we teach—for example, we teach Chinese to kind of conform to how children use language, the fact that they will learn to do it, it seems to be much more assured. I don't know if that answers your question.

Mr. MILLER OF CALIFORNIA. That is helpful. I like the process. My concern is that we will end up with a federal mandate and very little capacity to carry out the mandate or an understanding of what we might do, the process you described as phase one, a lot of students could learn from their peers. There could be a lot of interaction, there could be a lot of basics that are learned. But my concern is that we go sort of—we go broad and we go thin and then we are happy. That doesn't work in math, and it doesn't appear that it works in language.

Dr. SLATER. I think the fascinating part of the learning experience of these state language roadmaps tells us a lot about the process. We are not even close to a point where I would say we want a federal mandate for schools across the United States to teach Chinese or to teach Arabic or to teach French. What we found from the state——

Mr. MILLER OF CALIFORNIA. Let me tell you, there is a lot of people in the Congress who think we should have a federal mandate to teach language, and they would be real happy and check the box and move on. I think that has turned out to be a disaster.

Dr. SLATER. What we are finding is every state is different. And it is not like teaching math. You may have a population, for example, in Texas where Spanish is the dominant language. That is a language where there is a need. You might find a Hmong population in Minnesota that can capitalize on that, an Arabic population in parts of Ohio that might.

So we need a special kind of federal-state partnership in the language area that recognizes that reality, I would argue, as opposed to the mandate that we all teach languages, all say we have done our job and it is in everybody's curriculum, and wind up with one or two successes and mostly mediocrity. I think that is—I think that is what I would argue is almost a given from our perspective.

Dr. BOURGERIE. Real quickly. I think one of the bigger challenges in mind is not only the best practices but getting by from afield. You can put all that out there, but if there is a deep-seated paradigm against this quality teaching, you are nowhere. And I think we run into a lot of that, and that to me is even a bigger challenge of finding best practices.

Mr. MILLER OF CALIFORNIA. Thank you. Thank you again, Mr. Snyder.

Dr. SNYDER. We have been joined by ranking member Mr. Akin.

STATEMENT OF HON. W. TODD AKIN, A REPRESENTATIVE FROM MISSOURI, RANKING MEMBER, OVERSIGHT AND INVESTIGATIONS SUBCOMMITTEE

Mr. AKIN. Mr. Chairman, I have a statement that I will submit for the record, and then just go ahead and pass to the other members who have been here and have questions.

Dr. SNYDER. Thank you, Mr. Akin.

[The prepared statement of Mr. Akin can be found in the Appendix on page 37.]

Dr. SNYDER. Mr. Holt for five minutes.

Dr. HOLT. Thank you, Mr. Chairman. And a very good hearing. I appreciate being included.

Let me get several questions on the record, and if we can't get answers orally, maybe you could submit later information.

There is this term called critical languages, and needs of our Nation pop up. I mean, we should do a better job of, or maybe we should have known we needed more Arabic or we would have needed more Arabic, maybe we should have known we would need more Pashtu. But or maybe now we recognize or will recognize we need more Dari or Farsi. But how do we plan ahead? I mean, really, what is the—do we do a good job of defining critical in choosing the languages that we are going to support to anticipate future needs?

And then a fundamental question really in any government program is how good are our metrics, our measurements? We talk about 3/4/4 or 3/3/3. Does that have any consistent meaning from school to school, from agency to agency? Is that the right way of measuring whether we are successful in any of these programs with the individual students?

And then in the new pathways, Dr. Slater, you talk about meeting the needs of the language learners who wish to achieve professional proficiency and creating content-based curriculum for students in a variety of disciplines. I have been pushing for language programs that are combined with the science and technology, the science education, for example. Does that make sense? Is it working? Or should there just be language programs, and science students will take them if they want? Should they truly be integrated? Are there reasons to continue down that line based on our experiences so far?

And the other question I was going to ask, although I think you have addressed it in response to Chairman Miller's questions. The roadmap and the various articulated programs that are under development to take students from kindergarten through university languages, recognizing that students and families move around a lot and won't always be in the Hmong Minnesota area or the Arabic Ohio area. Does it call for the dreaded national curriculum, national standards? I think you were all saying no, but I have to ask that question.

So in the few minutes remaining here, let me throw it open to those questions.

Dr. SLATER. Well, let me start and answer two of them and let my colleagues answer any of the others or duplicate.

Critical languages, we are doing a better job. Five, 10 years ago there, we didn't know what that meant. I think certainly within the Department of Defense, we now have a list of current need languages and trying to project out what the additional languages might be. So I think we have a sense.

But I would always ask, critical for what? Critical for national security? Critical for intelligence? I think that there, we are getting a better handle on that. But there are many others. As we have learned in the state roadmap process, there are many other drivers in the country for critical languages. What does business need? What do we need to service local populations? So we need to do a better job.

That being said, there are always going to be languages that catch us unprepared. So like the language corps and some other mechanisms, we need to figure out ways to mobilize populations. In our exercise in the language corps with the Centers for Disease Control they ask for Marshallese. We have no Marshallese programs in the United States, but we do have significant populations of Marshallese. We need ways to be able to identify and bring that expertise to bear if there were a particular issue. Vietnamese was an issue post-Katrina. We need ways to develop approaches to that. So that, I would answer we still have a ways to go.

The content-based issue that you raised, we are finding a lot of success. One of the main reasons students drop languages in particularly university level is because the language becomes irrelevant to them by the second year, by the time they are done with the requirement, because they are studying business, economics, political science, physics, and the language class is 17th century literature. And all of a sudden, the whole reason for studying languages escapes them.

We are finding in Flagship, because the students have an opportunity to continue their language study as an integral part of their curriculum that they are staying with it, because of all a sudden they see that opportunity. So we are seeing a lot of successes. The diversity of our student enrollment is really quite extraordinary because of that. I think certainly at university level that is the way to go the to capture those students and keep them involved.

Dr. HOLT. Thank you very much.

Mr. Chairman, if you do get written answers to any of those questions, I would appreciate seeing them.

Dr. SNYDER. Absolutely.

Mrs. Davis for five minutes.

Mrs. DAVIS OF CALIFORNIA. Thank you.

You mentioned the Flagship program right now. Do you know, in that program students are directed toward government positions and other high-level positions? Is that correct? Right?

Dr. SLATER. There are two pieces of Flagship. There is a post-baccalaureate program which we give fellowships. There are probably about 30, 35 fellowships awarded a year. They all are directed toward the Federal Government. They have a requirement. The undergraduate program is a much broader based program. They do not receive direct scholarship funding from us; therefore, they have no requirement, but we are working with all of them to provide them with information on federal careers. Many of them want to pursue that, so we are giving them information and getting federal career people out there to talk to them, to attract them to the federal. So we are working on that in two avenues.

Mrs. DAVIS OF CALIFORNIA. Do you have, and perhaps in the other programs. I think what I am trying to wonder about is of those individuals who study language and they study at a high enough level that they can go on and do something with it, I had just some thoughts about trying to get people security clearances while they are in that first program, the beginning of it. But how many of those actually go into teaching? Do we know?

Dr. BOURGERIE. I had a list that I didn't share with you earlier. But our students, about 45 graduates, undergraduates recently, 12

of them are in Federal Government institutions in some way. We have people in China-based businesses. Some stay in China and work. We have two in medical school, for example, technology firms, several accounting firms, Commerce Department. Many other fields. And they are finding a place to use it. And as we mentioned before, often it is the second job that they get. Sometimes we have to encourage them to say as this comes along. We had a student just recently who had been working at KPMG not using his Chinese in Southern California. Now he was hired just recently with a firm that does almost their business in China.

So I think you are seeing all sorts of different fields, depending on their interests. And that is really built into Congressman Holt's question, too, that his domain or what we call domain is built into all the flagships. They have to do something besides their field. So they have to have Chinese and something.

Mrs. DAVIS OF CALIFORNIA. Is it a concern that perhaps not a large enough number of those individuals actually do go into teaching, though, so that they can teach?

Dr. BOURGERIE. I think this program has never had that as a target, though. There are lots of programs that target teachers and this doesn't have that as a main target, although we have had a few who ended up in teaching.

Dr. GIVENS. Our UTeach program does target those to go into teaching. It is a relatively new enough program that I don't have the exact numbers how many have gotten placement. But that is a language specific program that is designed to have teachers who have the skills to teach even some of these critical languages. But it is not directly related to the Flagship.

Dr. WALKER. That is the same. At Ohio State University, we have MA and Ph.D. level in Chinese language pedagogy or other language pedagogies, and those are people who are trained specifically to become teachers. People who are attracted to the NSEP, to the Flagship program are largely people who are interested actually in government service. Their dream is to come to Washington and have a career. This is one of the—so that is a clear distinction between those two groups of students.

Mrs. DAVIS OF CALIFORNIA. Part of my concern is, of the universe of students who would even begin in the early grades, maybe get enough in middle school to go on to high school and then maybe into college and keep those skills, how many of them actually do go into teaching? What I am looking for is perhaps we need to know a little bit more about that pathway, and are there places along the pathway where we are not really doing enough work to encourage people to go into teaching, those who have the skills who could be great teachers in the field, because there are other enticements, like in anything today where it is difficult to get people to go into teaching if they are going to go into business or biological sciences, whatever that might be.

And I don't know whether we are doing enough to really make certain that we have a kind of pathway that is so enticing for teachers in language that we need to perhaps do more. And I think that is partly where the government funding comes into that and the assurances that there is going to be something at the end of the line. I think that school districts have a difficult time retaining

some of those programs, as we all know, and that is part of the rub here.

Dr. WALKER. We could always do a better job of actually keeping track of our students. That is one of the main challenges, I think, facing all of us in this area of activity. In terms of, a lot of the times, getting people into teaching is not as big a problem as keeping them in teaching. And that is, I think, an issue that kind of goes, you know, is broader than us.

Dr. SNYDER. Thank you, Mrs. Davis.

Thank you all for being here this morning. I think it has been very helpful. I want to formally thank Chairman George Miller and Rush Holt for joining us. They are not members of the House Armed Services Committee, but I asked if they would attend and they did, and they appreciate the work that you are doing.

We have this formality of questions for the record. Members may have written questions they want to submit to you, and we appreciate you getting back your answers in a timely fashion.

Let me also suggest, though, accepted as a question for the record: If there is anything you think that you forgot about or you would like to add on, or you get back and think that was the dumbest thing you said and you need to correct it, feel free to submit. Anything you sent us written in response to this question will be made a part of the record and will be shared with the other members. We appreciate you all for being here. And we are adjourned.

[Whereupon, at 11:43 a.m., the subcommittee was adjourned.]

A P P E N D I X

SEPTEMBER 23, 2008

PREPARED STATEMENTS SUBMITTED FOR THE RECORD

SEPTEMBER 23, 2008

**Opening Statement of
Chairman Dr. Vic Snyder
Subcommittee on Oversight and Investigations**

**Hearing on “DOD’s Work with States, Universities, and Students to
Transform the Nation’s Foreign Language Capacity”**

September 23, 2008

The hearing will come to order.

Good morning, and welcome to the Subcommittee on Oversight and Investigations’ hearing on the goals and directions of Department of Defense efforts to improve its language and cultural awareness capabilities.

Today’s session is the third in a series of hearings examining efforts to transform the foreign language, cultural awareness, and regional expertise capabilities of United States general purpose military forces. Witnesses at both of the previous hearings noted that the U.S. population is generally marked by a lack of foreign language skills, a notable exception being those skills found in recent immigrant communities. They also noted the long neglect and decline of foreign language emphasis in the American education system at all levels. This third hearing addresses federal and state programs, including DOD’s, intended to mitigate, if not reverse, that national decline. I hope that after hearing from the witnesses, we’ll have a better idea of how to improve our K-12 educational system in order to increase the nation’s competitiveness and meet the foreign language proficiency needs of the Defense Department and other government agencies for national security.

The key programs we’ll be discussing today include:

- DOD’s National Security Education Program (NSEP)
- The Interagency National Security Language Initiative (NLSI) and
- The National Language Service Corps (NLSC)
- The Flagship Program
- The State Language Education Roadmaps or Strategies

We are joined today by:

- Dr. Robert Slater, who joined the National Security Education Program in 1992 and has served as its director since 1996. Dr. Slater had a key role in the development of both the Language Flagship and the National Language Service Corps. As the Director of NSEP, he also serves on the National Security Education Board.
- Dr. Terri E. Givens is the Frank C. Erwin, Jr. Centennial Honors Professor and Vice Provost at the University of Texas at Austin. Texas-Austin is one of three Arabic Flagship Centers and is also the sole Hindi/Urdu Flagship Center.
- Dr. Dana Bourgerie is an Associate Professor of Chinese and the Director of the Chinese Flagship Center at Brigham Young University. His research interests include dialect studies, and he has published an article on computer-aided learning for Chinese.
- Dr. Galal Walker is Professor of Chinese and Director, National East Asian Languages Resource Center and Chinese Flagship Center at Ohio State University. Ohio State University, along with Brigham Young University, is one of four Chinese Flagship Centers.

Welcome to all of you and thank you for being here. After Mr. Akin's opening remarks, I'll turn to each of you for a brief opening statement. Your prepared statements will be made part of the record.

**Statement of Ranking Member Todd Akin
Subcommittee on Oversight and Investigations
House Armed Services Committee**

**Hearing on DOD's Work with States, Universities, and Students to
Transform the Nation's Foreign Language Capacity**

September 23, 2008

Thank you, Chairman Snyder, and good morning to our witnesses – we appreciate your being here today. It must be particularly difficult for the three university professors on our panel to travel to Washington at the start of the academic year, but I am glad you are here. Looking over your written testimony, I was quite impressed with the foreign language flagship programs you administer. I am interested in hearing your perspectives on student interest and whether programs such as yours should be expanded and exported to other universities. I think all of us would like to know if more funding were available and more programs created, would qualified and motivated students fill the classrooms?

As the chairman stated, today's hearing continues the subcommittee's look at plans to raise the cultural awareness and language skills of the Department of Defense. We have heard in our previous two hearings on this

topic how important language and cultural skills are to our military forces and the extensive, if not well coordinated, efforts the military services are making to improve language and cultural awareness skills in our military members.

Today's hearing has a somewhat daunting title—DOD's work to transform the nation's foreign language capacity. While I realize that DOD's efforts are part of a larger federal program, the National Security Language Initiative, I would like to get a sense of how comprehensive this federal effort is and what can be done to further these objectives without undue cost to the Department of Defense. Further, I wonder what DOD believes it can accomplish and how DOD funding in state and university programs, however worthwhile, translates to a more capable military force. Beyond these questions, I am eager to hear our witnesses' perspectives on how best to increase language proficiency in our society. Each of our witnesses has a distinguished record in this field and together, they have much to teach us.

Again, thank you to our witnesses for being here today.

Not for publication until released by the Committee

Statement

of

**Dr. Robert O. Slater
Director
National Security Education Program**

Before the

**House Armed Services Committee
Subcommittee on Oversight and Investigations**

September 23, 2008

Introduction and Background

Mr. Chairman and members of this distinguished committee, thank you for the opportunity to speak with you on the National Security Education Program's (NSEP's) role in support of the Department of Defense language transformation effort and the broader goals of the National Security Language Initiative.

You have requested that I focus on issues related to NSEP's role in the DoD language transformation plan and the National Security Language Initiative.

It is important to note as historical background that NSEP was the product of lessons learned from a series of 1991 post-Desert Storm Congressional hearings. The stark realization from these hearings was that our nation continually suffers from a lack of capacity to understand and communicate effectively in other languages and with other cultures. We were reminded during other crises of this lack of capacity and, of course, the events of 9/11 and the crises in Iraq and Afghanistan, as well as those throughout the rest of the globe, have underscored the compelling need for an entirely new generation of global professionals – who have the capacity to more effectively communicate in a wide array of critical languages and who are adept and adroit in regional and local culture. While NSEP's role in addressing critical shortfalls in these areas was recognized and well chronicled during the 1990s, the emergence of the Defense Language Transformation Roadmap, the Quadrennial Defense Review, and the National Security Language Initiative helped focus more attention on the critical role that the program has played – and can play – in addressing the larger contextual needs for this expertise.

NSEP represents an important commitment from within the Department of Defense (and the national intelligence community) to partner with U.S. education to dramatically improve the global expertise of those entering the federal workforce. NSEP has become a focal point for the Department's investment in creating a pipeline of linguistically and culturally competent professionals into the national security workforce. We recognize that in order to increase language capability in the Department – and achieve higher levels of language proficiency among our language professions, we must assume a more proactive role in promoting and encouraging foreign language education in the American population.

While a relatively small piece of the overall puzzle, NSEP's contribution to the overall national capacity – and to national security – is vital.

Today, NSEP consists of five critical component programs:

1. NSEP Boren Undergraduate Scholars. Since 1994, a program of scholarships to outstanding U.S. undergraduate students to study critical languages and cultures.
2. NSEP Boren Graduate Fellowships. Since 1994, a program of fellowships to outstanding U.S. graduate students to study critical languages and cultures.
3. Language Flagship. Since 2001, a strategic partnership with U.S. education to develop and implement high quality programs graduating students at professional levels of proficiency in languages critical to national security.
4. English for Heritage Language Speakers. Since 2006, a program offering U.S. citizens who are native speakers of critical languages an opportunity to develop higher levels of English proficiency.
5. National Language Service Corps (NLSC). Since 2007, the development of a pilot for an entirely new organization composed of U.S. citizens with critical language skills available to the federal government during times of emergency or national need.

In addition to these programs, NSEP works in close collaboration with the Defense Language Office to achieve other goals critical to the language transformation plan including an effort to build language and culture learning opportunities for ROTC cadets.

NSEP includes a rather unique and important statutory requirement as a component of its scholarship and fellowship awards – a requirement that the award recipient seek work in a national security related position in the federal government (and in first priority in DoD, State, Homeland Security, or ODNI) as a condition of accepting the award. We are delighted to report that there is no shortage of highly talented and outstanding American university students who are motivated to apply to NSEP for support not only because they seek funding to study critical languages but are eager to contribute to national security.

At least 1,200 NSEP Scholars and Fellows are now or have completed their federal service requirements. Their contributions to the departments of the federal government engaged in issues relating to national security have been enormous. As an example, on Sept 22 NSEP recognized the accomplishments of two outstanding former Undergraduate Scholars and Graduate Fellows in a major ceremony and reception:

Matthew Parin, a 2005 Boren Scholar, studied Arabic in Egypt. Matthew currently works in the Middle East & North Africa Office at the Department of Defense. He previously interned with the Federal Aviation Administration, where he worked on the Middle East desk in the Office of International Aviation.

Benjamin Orbach, a 2002 Boren Fellow, studied Arabic in Jordan. His experiences as a Boren Fellow formed the basis for a book, *Live from Jordan: Letters Home from My Journey Through the Middle East*. He now works for the Department of State and serves in the Office of the Middle East Partnership Initiative, including on assignment to the U.S. Consulate in Jerusalem, and has received multiple professional awards.

NSEP award recipients are already establishing major and highly visible careers throughout the national security community.

NSEP's Role in the DoD Language Transformation Plan and the National Security Language Initiative

NSEP's mission has expanded dramatically throughout the current decade. In 2004, the Department of Defense in close collaboration with the Center for Advanced Study of Language at the University of Maryland, sponsored a major National Language Conference bringing together, for the first time, senior representatives from national, state, and local education organizations, federal agencies, and business to address this vital issue. The conference led to the publication of a White Paper, published by the Department, outlining a number of key recommendations.

In many ways, the 2004 Conference and resulting White Paper functioned as important catalysts for the formation of a working group, initially composed of representatives from the Departments of Defense, Education, and State. This high level group was committed – with the strong support of the three Department Secretaries – to develop a plan that would dramatically increase the number of Americans learning critical need foreign languages. The plan was formally announced by the President in January 2006 as the National Security Language Initiative (NSLI).

NSEP executes the DoD component of NSLI. Equally important, NSEP's expanded efforts are major components of DoD's language transformation plan. In addition to ongoing NSEP efforts to fund and place highly qualified award recipients in national security related positions, NSEP focuses on two major components in its role in both NSLI and the DoD language transformation plan: (1) Dramatically expanding the reach of the Language Flagship Program; (including State Language Roadmaps) and (2) building the pilot National Language Service Corps.

The Language Flagship

During the era we generally categorize as "post 9/11," consensus has emerged that the American education system must more aggressively embrace the concept of global education for a broader population of students. The products of American education generally remain woefully unprepared to engage in a rapidly changing socio-economic and political environment that demands global skills. The most needed of these is the ability to effectively engage in languages other than English.

Since its inception in 2000, The Department of Defense Language Flagship initiative has provided important funding to the American higher education system to re-tool its approaches to language education. At the core of the Flagship concept is the assumption that the development of global skills (including advanced language competency) must be mainstreamed into American education. Ultimately, any approach to achieving language competency must begin as early as pre-school and, like other curricula, be defined as an articulated process from elementary, middle, and high school into the university. The long-term vision of The Language Flagship is a system where high school graduates emerge with intermediate to advanced competencies in languages ranging from Arabic to Chinese to Swahili and find opportunities and incentives to continue their language training toward professional proficiency as undergraduates. Flagship Centers enroll students drawn from all majors including business, engineering, and science. The Language Flagship envisions an array of colleges and universities across the U.S. known for their advanced language programs in concert with other vital efforts to establish a pipeline of students from K-12 into the university.

WHAT IS THE LANGUAGE FLAGSHIP?

The Language Flagship represents the beginnings of a proactive community of innovators comprised of a system of 13 domestic Flagship Centers and three K-12 programs, as well as 7 overseas Flagship Centers in places such as Alexandria Egypt, Nanjing, China, and St. Petersburg, Russia. The Language Flagship also consists of a rapidly expanding group of partners in higher education and business across the United States. This community is led by nationally-recognized leaders and innovators in language education.

The Language Flagship is a federally-funded effort and is a component of the National Security Education Program (NSEP) at the U.S Department of Defense. It began in late 2000 as a small pilot project to challenge a few U.S. colleges and universities to investigate their capacity and commitment to build programs of advanced language acquisition.¹ Important opportunities were developed for a small cohort of students to engage in one- to two-year post-BA language programs that included an intensive year of language study in the U.S. followed by

¹ The target proficiency is Interagency Language Roundtable (ILR) Level 3 or the American Council for the Teachers of Foreign Languages (ACTFL) Superior Level.

an articulated program of overseas study that included internships and direct enrollment in content courses taught in the target language.

Between 2001, when the first pilot grants were awarded, and 2005, the effort expanded to include additional universities offering programs in Arabic, Chinese, Korean, Persian, and Russian. In addition to the post-BA pilot efforts, two undergraduate Flagship Centers were established to test the capacity of institutions to produce undergraduate students with professional-level language proficiency. The Flagship model was further tested by the establishment of a pilot K-12 Chinese Flagship program. This pilot K-12 initiative was expanded in January 2006 to add two K-12 programs in Arabic and Chinese as part of the President's National Security Language Initiative (NSLI). Flagship Centers for Hindi/Urdu and Central Asian Turkic languages were also added as part of NSLI. This fall Flagship will begin funding a new African Languages Center.

The results of these initial pilot efforts were highly encouraging. Institutions created highly effective programs and students rose to meet the challenge. However, it was clear that a post-BA model alone would mean that these efforts would remain limited and out of reach to most American students. It was also clear that truly changing the paradigm of language learning in the U.S. and achieving the Flagship goal to reach at least 2000 students by the end of the decade required mainstreaming curricula into students' undergraduate years and, at a minimum, articulating those curricula down to high schools.

Recognizing the potential of the Flagship model and the imperative to broaden opportunities for U.S. students, The Language Flagship in 2006 refocused its effort to include advanced, proficiency-based language instruction as an integral component of undergraduate education. By doing so, the Flagship model could address the needs of hundreds, if not thousands, of students who are motivated to gain professional proficiency in language during their undergraduate studies. In spring 2006, all Flagship Centers were asked to develop curricula that responded to the needs of undergraduates. The goals were simple yet highly challenging: build curricula that offer entering college freshman the opportunity to elect a track that moves them to professional proficiency regardless of their major.

The goals of The Language Flagship are ambitious. We seek to enroll a minimum of 2,000 students, nationwide, in Flagship programs by the end of the decade.

The Language Flagship effort focuses on six key elements:

- New curricular approaches
- K-12 articulation
- Articulated Overseas Language Immersion
- Diffusion of innovation to new institutions
- Peer review and quality assurance
- Engagement of the business sector

NEW CURRICULAR APPROACHES

Our experience developing Flagship Centers has demonstrated that existing language programs need to be radically re-engineered to achieve the goal of producing graduates of all majors with professional proficiency. The Language Flagship encourages a broad range of transformative activities with respect to curricular design, institutional enhancements, and

commitments to advanced language programming. Key to the transformation of the curriculum is the commitment to the following principles: 1) new pathways to language learning; 2) evidence-based language learning; and 3) institutionalization and long-term sustainable change.

New Pathways to Language Learning

Creating new pathways to language learning requires developing high-level language learning opportunities for a broad group of college and university students. Flagship students are unique because they represent a wide range of academic majors. Because of this model, Flagship programs have had to rethink the approach to undergraduate education to ensure that students are able to undertake study in their major while meeting the challenges involved in acquiring advanced language skills. Flagship Centers take these challenges into consideration in designing their method and approach to language learning.

New pathways to language learning require two important changes to the curriculum. One change is creating a language learning curriculum that meets the needs of language learners who wish to achieve professional proficiency. The second is creating a content-based curriculum for students in a variety of disciplines. In order for Flagship Centers to prepare students to use their language skills professionally in their field, they must collaborate with other academic departments and create experiential learning opportunities. Flagship curricula maximize the exposure to and use of the target language, drawing on partnerships with the full and best resources of each language field. Flagship Centers cooperate with campus units in other disciplines in both curricular design and program implementation. In addition to classroom learning, all Flagship Centers incorporate coordinated internships and/or community service into the overseas portion of students' study.

Evidence-based language learning

Evidence-based learning is a means to measure our performance as well as that of the student. Flagship programs incorporate multiple means to assess student proficiency and performance and to routinely gather and share evidence about how well our learning interventions are working. In doing so, Flagship builds continuous cycles of improvement into language learning practices. At the same time, Flagship emphasizes the accumulation of knowledge gained from testing alternative learning strategies, particularly at the more advanced level. Flagship programs also emphasize diagnostic assessment which assists in placing students in programs and allows learning strategies to be tailored to the strengths and weaknesses of individual learners.

Institutional commitment and long-term sustainability

Through The Language Flagship, the Department of Defense has signaled its commitment to building an enduring infrastructure of programs across the nation that is fully integrated into the mainstream of higher education. As these programs involve a new approach to undergraduate language education, this infrastructure cannot exist without the strong interest and support of the highest levels of university leadership. At the most fundamental level, institutional commitment means that these programs must be reflected in the overall long-term strategic direction of the institution. Flagship Centers have had to address a number of challenges posed by traditional language learning structures and approaches to language learning in American higher education. Many of these problems were addressed in the 2007 report of the Modern Language Association (MLA), Ad Hoc Committee on Foreign Languages. Unlike the mainstream language departments, Flagship Centers have already put into place a number of solutions to the problems addressed in the report by the MLA. Most importantly, at the core of Flagship Centers are senior-level professors and experts in language acquisition.

K-12 ARTICULATION

Few countries face the challenges we do as a result of students only beginning to learn languages when they enter college. The average American student, even one who has benefited from an immersion environment, enters the university with only basic skills in a second language. The likelihood that the average high school graduate has an intermediate to advanced proficiency in a second language is highest for the European languages where a broader network of opportunities is available in the K-12 system. Few students come to the university with measurable skills in non-European languages.

The goal of The Language Flagship is not only to graduate students at a professionally proficient level of language but also to "push the model" down to elementary, middle, and high schools so that students will enter college with an established and measurable skill in a second language. Without such input, higher education programs will continue to devote limited resources to remedial efforts to prepare incoming students through pre-collegiate summer immersions and first-year "catch up" programs. These efforts are currently needed to bring students to a higher proficiency level, after which Flagship programs can integrate them into a more challenging and advanced curriculum. The integration of language skills into K-12 education is vital to our capacity to educate a citizenry prepared to address the nation's well being in the 21st century.

Sensitive to the need to provide leadership and direction, and as an integral component of a national effort to address language education, the Department has supported three groundbreaking efforts designed to model a K-12 language curriculum development and implementation process. These efforts, located at the University of Oregon (Chinese); Michigan State University (Arabic); and Ohio State University (Chinese) provide national models of articulated curricula designed to graduate high school students at the advanced level of proficiency.

Ultimately, the goal is the development of K-12 language instruction programs that graduate high school students with an advanced level of competency and that allow Flagship programs to take them to the next level. Flagship is working closely with each of its Centers and programs to improve the flow of more highly proficient language graduates into the university.

ARTICULATED OVERSEAS IMMERSION

Evidence is compelling that students require an intensive and rigorous program of overseas study to reach the professional proficiency level as well as to develop the cultural skills that are associated with this level. The Language Flagship provides unparalleled opportunities for students to engage in carefully articulated programs of study that include advanced language instruction, direct enrollment in classes taught in the target language, specialized tutors, and internships involving practical use of the language.

Flagship Center directors work together in *Overseas Academic Councils* to design and implement curricula that address the needs of students matriculated at different institutions. The long-term goal of Flagship is to create an overseas infrastructure that can respond to a growing supply of students from throughout U.S. higher education who have demonstrated a proficiency level that qualifies them for intensive Flagship overseas study.

The overseas undergraduate immersion model assumes that students require a full-year program of overseas study once they have achieved an advanced level of proficiency. This full-year immersion may take place during the third, fourth, or fifth year of a student's undergraduate

program. The model also assumes that, in addition to full-year study, some students will require shorter periods of immersion overseas to accelerate their language learning and to accommodate academic schedules.

DIFFUSION OF INNOVATION

Diffusion of innovation is an important and well-documented approach to ensuring that innovations are effectively communicated and adopted throughout a system. At the core of Flagship is the commitment to a process that diffuses successful models throughout higher education. As such, Flagship follows a process that funds innovators to develop and implement new models of language learning, assessment, and standards development, and then share them with "early adopters." These early adopters are committed to move these innovations into new institutional settings. The model is designed to increase the scope and scale of advanced language learning by making Flagship language programs available to an increasing number of students across the U.S.

In order to promote diffusion of innovation, The Language Flagship offers grants to encourage new partnerships to engage in program development. During 2007-2008, The Language Flagship has actively sought to partner existing Flagship Centers with other committed institutions of higher education to "nationalize" the model of advanced language learning. This will not only assist The Language Flagship in reaching its goal of 2,000 enrolled students by the end of the decade but will export the lessons learned from this program more broadly into the national education system.

PEER REVIEW AND QUALITY ASSURANCE

The goals of The Language Flagship are closely tied to clear measures of success and outcomes that are common across all Flagship Centers. Though the methods and approaches of each Flagship Center may differ, the end result is the same: to produce college graduates from many different disciplines who are highly proficient in all modalities of language usage (speaking, reading, writing, and listening). Such goals call for the development of standards and methods of quality assurance that have been rare in language education in the American higher education system. Peer review is central in determining the standards a Flagship Center must meet.

Peer review provides a means for Flagship Center Directors to evaluate the quality of their Flagship peers. It ensures that directors learn from each other through close communication, student and faculty interviews, and discussions with staff. Through this process, The Language Flagship establishes a means of quality assurance and standards that help provide clear guidance for new institutions who wish to become part of The Language Flagship family.

ENGAGEMENT OF THE BUSINESS SECTOR

The Language Flagship has, since its inception, promoted the value of partnership between government, education, and business. Through such a partnership we are able to set the foundations for long-term financial sustainability as well as affect the way a variety of sectors value language in the workplace. Beginning in 2007, the Department of Defense through its flagship initiative, took the lead to coordinate the *2007: U.S. Language Summits: Roadmaps to Language Excellence*. I will discuss this Roadmap initiative later in my testimony. Flagship views businesses as future employers of its graduates, suppliers of crucial internship opportunities, and potential financial supporters.

A CLOSER LOOK AT FLAGSHIP CENTERS

FLAGSHIP CENTERS AND PROGRAMS

The Language Flagship supports undergraduate and post-BA programs and a limited number of pilot K-12 programs. Flagship Centers are based at institutions around the United States and offer an on-campus curriculum coupled with a strategy for intensive study at an Overseas Flagship Center. Overseas Flagship Centers are located at participating foreign institutions and are coordinated by a lead Flagship Center. The Language Flagship supports three K-12 Flagship Programs at public schools in Ohio, Oregon, and Michigan. These pilot programs are intended to serve as a national model for articulated K-12 language instruction in the U.S.

Same goal - different pathways

Though all Flagship Centers have the same goal—to create graduates of American colleges and universities who are professionally proficient in key languages—each Flagship Center follows its own pathway to reaching that goal. These different pathways are based on a number of factors, the most important being the language offered, the methodological approach of the language experts, and the types of students enrolled. Chinese, for example, is a high demand language. This is reflected by the fact that The Language Flagship supports five different domestic Chinese Flagship Centers and programs as well as two different Overseas Centers. These Overseas Centers are coordinated by the Chinese Flagship Academic Council, which ensures that the structure and curriculum overseas is well articulated with the different domestic curricula. In addition, at least two of the five Chinese Flagship Centers work closely with Flagship-funded K-12 programs. Two Chinese Flagship Centers offer post-BA/graduate degrees.

On the other end of the spectrum, The Language Flagship approaches the teaching of smaller enrollment languages by focusing on language groupings, such as Central Asian Turkic languages, Eurasian languages, and African languages. Because these language groups represent low national enrollments, The Language Flagship approaches these languages through a partnership, or consortial, approach. Recognizing that no institution of higher education has a large number of students who are ready to learn these languages at the higher levels, these programs engage multiple partner institutions to create a critical mass of students. These students eventually study overseas at selected locations that can accommodate direct enrollment at universities.

The Flagship approach is based on flexibility. Flagship Centers are designed to accommodate students who enter the program at different levels of proficiency. Some Flagship Centers focus on attracting students who already have intermediate-level language skills. However, as Flagship Centers become more experienced in training students at the higher levels, they admit entering freshmen with no prior knowledge in the target language with the understanding that the student may have to take an extra year to reach professional proficiency.

Regardless of the language in which a student is enrolled, the pathway to proficiency ensures that students receive intensive, directed language and cultural instruction alongside their academic majors. Such an approach means that Flagship Centers need to reevaluate many long-standing policies shaping academic requirements, student financial aid, and overseas study.

Expansion

In support of the National Security Language Initiative, the Department's goal has been to increase the scale and scope of the program to impact as many students as possible. Beginning in 2007 the program expanded Flagship by creating new Flagship Partner Programs through the Promoting Diffusion of Innovation grant program. These partner institutions join with Flagship Centers to implement Flagship curricula, but are not yet fully-fledged Flagship Centers. The first Flagship Partner Program was formed at Arizona State University; five additional partner programs have now been added. The Language Flagship plan is to aggressively seek and add new partners each year beginning in 2008 through our Diffusion of Innovation grant program.

FLAGSHIP CENTERS

AFRICAN

Howard University and University of Wisconsin, Madison (September 2008)

ARABIC

Michigan State University
Dearborn Public Schools K-12 Arabic Program
University of Texas, Austin
University of Maryland, College Park
University of Michigan, Ann Arbor Flagship Partner Program
University of Oklahoma Flagship Partner Program
*Alexandria University, Egypt**
*Damascus University, Syria**

CENTRAL ASIAN TURKIC LANGUAGES CONSORTIUM

American Councils for International Education

CHINESE

Arizona State University Flagship Partner Program
Brigham Young University
Indiana University Flagship Partner Program
Ohio State University
Ohio Public Schools K-12 Flagship Program
University of Mississippi
University of Oregon
Portland Public Schools K-12 Flagship Program
*Nanjing University, China**
*Qingdao University, China**

EURASIAN LANGUAGES CONSORTIUM

American Councils for International Education
Bryn Mawr College
Middlebury College
Portland State University Flagship Partner Program
University of California, Los Angeles
University of Maryland, College Park
*Saint Petersburg State University, Russia**

HINDI/URDU

University of Texas, Austin

KOREAN

University of Hawai'i, Mānoa
*Korea University, South Korea**

PERSIAN/FARSI

University of Maryland, College Park
*Tajik State National University, Tajikistan**

**Overseas Flagship Center*

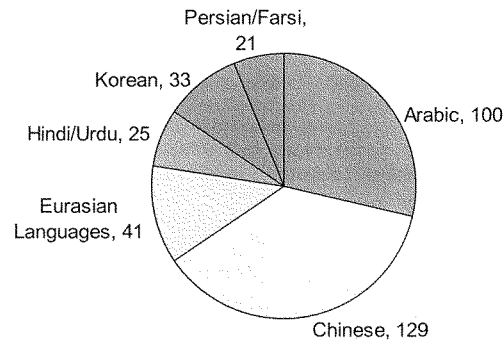
FLAGSHIP STUDENTS

Flagship students at the K-12, undergraduate, and post-BA levels represent the next generation of global professionals in the United States. Students come from all regions of the nation and pursue their own academic interests in addition to language study.

The success of the Language Flagship has meant that the Centers have already begun attracting top students to their campuses. Flagship programs cater to students' individual proficiency levels, tailoring language instruction to meet the needs of each learner. This model has proven to be a successful approach to stimulating student interest and keeping students engaged in learning both language and culture. Retention in Flagship programs is high; the majority of students progress from year to year with greater language proficiency.

Flagship enrollments have doubled every year since 2003, however the program remained relatively small as a result of its focus on post-BA students. In 2007 Flagship added new undergraduate programs and enrolled 136 undergraduate students. Together with the Flagship post-BA program enrollment of 100 students, the total student enrollment in Flagship undergraduate and post-BA programs for 2007 was 236. In 2008 we will expand to add more undergraduate programs in Chinese, Korean, and Persian/Farsi. As depicted in **Chart 1**, we anticipate 349 students to enroll in these and existing undergraduate and post-BA Flagship programs. Of these 253 will be undergraduate students and 96 will be Post-BA students.

Chart 1: 2008 Projected Student Enrollment in Undergraduate and Post-BA Flagship Programs by Critical Language, n=349



FLAGSHIP STUDENT PROFILES

Flagship students come from all parts of the United States with a variety of levels of language proficiency in a Flagship language. Students share the goal of reaching professional proficiency and using their language and culture skills to contribute to a global society. Each student is contributing to and fulfilling the Flagship vision in his or her own unique way. Below is a sampling of students who have joined the Flagship movement.

- ❖ A Flagship Scholar and junior at Michigan State University studies Arabic in the Flagship program and is majoring in Interdisciplinary Humanities. She plans to work in the field of international development using her Arabic skills.
- ❖ A post-BA Russian Flagship Fellow completed the overseas program at St. Petersburg State University and went on to interpret for U.S. and Russian personnel for the Washington, D.C.-Moscow Presidential Hotline. He is now pursuing a master's degree at Harvard University studying religious and ethnic issues, especially the interaction between Christianity and Islam in Central Asia.
- ❖ A Flagship Scholar and BS/MA senior in biochemistry and Chinese at Ohio State University was recently recognized as a member of the prestigious USA Today Academic First Team. He is currently studying traditional Chinese medicine in Beijing, China, and hopes to pursue a career in medicine with a focus on international public health.
- ❖ A post-BA Flagship Fellow in Korean and a student of mathematics at the University of Hawaii designed his own course of study in the Korean language with a Korean-

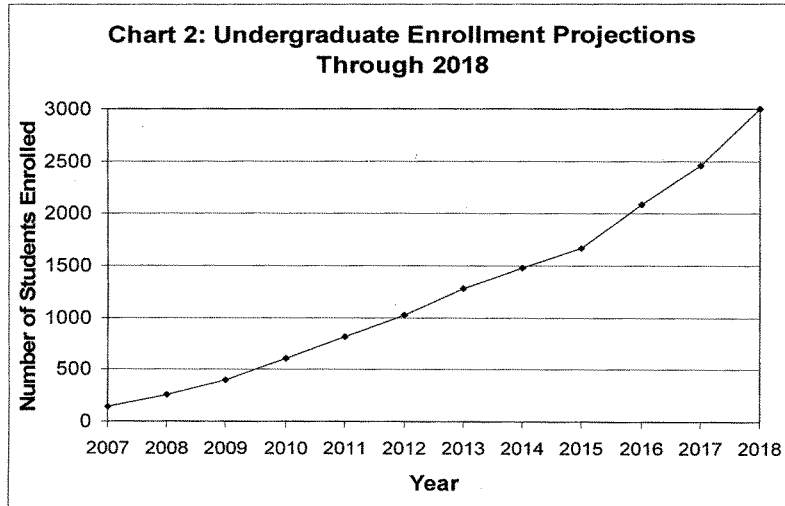
speaking professor from University of Hawaii's College of Engineering. He went on to earn an MS in information security from Korea University and is currently working toward a Ph.D. in statistics from Ohio State University.

- ❖ A Flagship Scholar and senior from Brigham Young University is studying linguistics and Chinese studies at Nanjing University in China. She plans to pursue a law degree with a focus on international law.
- ❖ A post-BA Persian Flagship student is studying at the Dushanbe Language Center in Tajikistan. He is also proficient in French and hopes to work for the FBI in the Language Services Section.
- ❖ A post-BA Flagship Fellow completed the Arabic Flagship program at the University of Maryland. Previously she earned a master's degree from American University in Cairo, where she studied forced migration and refugee studies. She is now working for the Office for Civil Rights and Civil Liberties in the U.S. Department of Homeland Security.

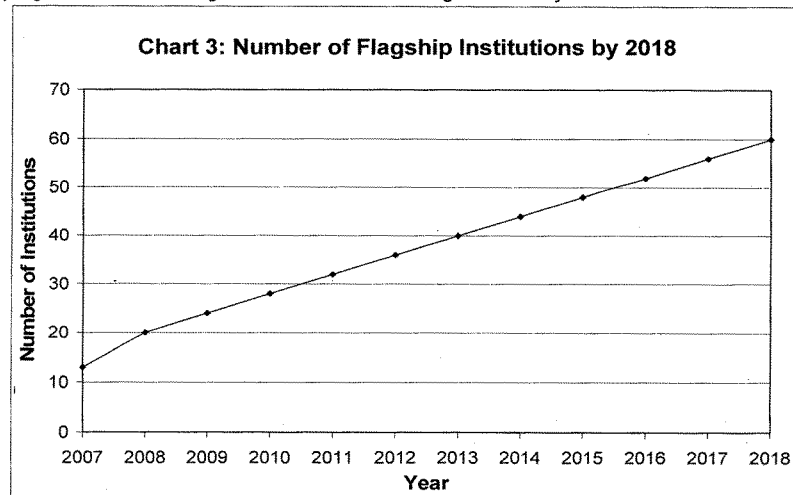
THE FUTURE OF FLAGSHIP

Following the transition to undergraduate programs, The Language Flagship is growing rapidly and is beginning to change language learning at U.S. institutions of higher education. As we expand and diffuse Flagship innovations, more universities are recognizing that they want to change the way they teach languages. Students are embracing Flagship programs to prepare them for future careers as global professionals. Already, The Language Flagship has changed student expectations for undergraduate study. As The Language Flagship moves forward, increasing numbers of students will come to expect high-quality language programs as part of their undergraduate experience. Such expectations drive the market. Institutions hosting Flagship Centers have already seen the power of these programs as recruitment tools. This has been evident in the relatively short time that Flagship Centers have had to develop, implement, and recruit students. Though many of our Flagship undergraduate programs started as late as 2007, Flagship Centers have demonstrated on the whole a high level of interest and increased enrollment.

As mentioned above, one of the core goals of The Language Flagship is to increase its scale and scope by having existing Flagship Centers and programs work closely with interested adopters. **Chart 2** depicts the rapid growth of The Language Flagship projected to the year 2018, including enrollments in the undergraduate and post-BA programs. A conservative estimate is that Flagship programs will enroll no fewer than 600 students during the 2010-2011 academic year and meet the goal of reaching at least 2000 students by the end of the current decade.



The Language Flagship is developing a growing national structure of U.S. colleges and universities offering advanced language opportunities to undergraduate students. **Chart 3** shows current and projected numbers of institutions involved in Flagship initiatives through 2018. These projections assume a conservative estimate of an additional four undergraduate programs funded through Diffusion of Innovation grants each year.



Flagship's involvement in K-12 language education is designed to provide a national model which school districts around the U.S. may embrace in the future. Although a small pilot initiative, K-12 Flagship programs have already demonstrated remarkable success in numbers of students impacted by The Language Flagship. We hope that the K-12 effort will expand to other school systems nationwide and that other forms of federal support will become available to assist in this transformation.

State Language Roadmaps

DoD tasked NSEP in 2007 to sponsor a series of state strategic planning efforts that would effectively embrace the roadmap concept. We identified three candidate states where there were active Language Flagship programs that could effectively orchestrate the state strategic planning exercise.

Flagship Centers at Ohio State University, University of Oregon, and University of Texas, Austin, led the effort to develop the Roadmaps. With funding provided by the U.S. Congress the initiative began in June 2007 with three separate State Language Summits followed by a series of state-level working groups. The effort was overseen by the National Security Education Program with co-sponsorship from the Departments of Defense, Commerce, and Labor. The six-month project culminated in October with the publication of three separate Language Roadmaps for the States of Ohio, Oregon and Texas.

The 2007 Language Roadmaps represent an important recognition by states that they need to clearly articulate the demand for foreign language skills in the broader context of public and private interests. The Roadmap effort seeks to explore the forces involved at state and local levels that create a demand for a 21st century workforce with demonstrated proficiencies in foreign languages and international cultural knowledge. It also seeks to more precisely define the roles of federal and state governments, the education community (including K-12 and higher education teachers, administrators, and parents), and business in moving forward with strategic plans that put important programs and initiatives in place.

Building the Roadmaps

Content for the Roadmaps was developed by working groups after intensive Language Summits held in Columbus, Ohio; Portland, Oregon; and Austin, Texas. The objective of each Summit was to "map" the demand for foreign language in the state. Government and business representatives were actively engaged in articulating the demand side, while educators from K-12, state boards of education, and universities represented the supply side. The Summit agenda focused on a "think tank" environment where the participants discussed the factors that either drive or inhibit the capacity of the state to address the need for foreign language and international education.

Following the Summit, each project convened a series of working groups composed of representatives from business, state and local government, and education. The challenge to these working groups was to develop a strategic plan that would reflect the economic, political, and social realities of the state.

The final product of each group is the *State Roadmap to Language Excellence*. The Roadmaps are designed to provide strategically developed proposals that help implement short- and long-term approaches to foreign language and cultural education in the state system. Each of the Language Roadmaps establishes an independent set of goals and timelines for implementation; however, they share common themes.

Language and Public Policy

The Language Roadmap process introduced language education as an important element of the public policy debate, asking state policymakers and business leaders to examine their priorities and seek ways to identify the needs for a workforce with these skills. The engagement of state and local government decision makers and the business community has served as an important and necessary step in moving the language agenda forward. Flagship Centers will continue to explore efforts to address key components of the Roadmap and to facilitate opportunities for additional states to develop their own Roadmaps.

Establishing Advocacy and Coordination at the State Level

Each Roadmap calls for the establishment of an office or organization whose mission is to take primary responsibility for the issue. Oregon proposes the development of an office that would assist the Oregon Department of Education in its effort to provide leadership to expand dual language programs and international exchanges, guidance for proficiency development and assessment, state proficiency goals and support language teacher licensures. Ohio proposes a center to reside either in an appropriate government agency, an institution of higher education, or as an independent non-profit organization. Texas acknowledges that a high-level coordinating board must be legally mandated to establish benchmarks and assess the state's performance in reaching the core objectives of the effort.

Teacher Certification

Each Roadmap recognizes that a severely limiting factor in expansion of language learning is the lack of qualified and certified teachers and instructors. More accelerated teacher training programs for high-need critical languages are needed. A number of approaches are recommended:

- Coordinating teacher incentive programs to provide scholarships for language-proficient students to pursue teaching careers.
- Encouraging bilingual individuals seeking certification in other content areas to help staff dual language and immersion program.
- Recruiting college-educated heritage speakers to become licensed teachers

Language Learning and Academic Performance: Public Awareness

The Roadmaps acknowledge in the past decade several developments that have detracted from the ability to implement language programs in elementary, middle and high school. There is evidence of an entrenched bias toward English and a pervasive idea that English is the only language needed for business. Each of the Roadmaps includes an imperative for the development and implementation of outreach strategies.

Start Language Learning Early

Each Roadmap identifies the key to producing proficient language users is to start learning early and continue it as a life-long endeavor. The Oregon Roadmap offers a new approach characterized by benefits for students with language proficiency. The system will reward students and educational institutions that succeed, rather than punishing those who fail and by creating an environment that encourages reform rather than mandating reform. Programs of scholarship support to those who are willing to pursue careers in teaching languages and high school and college credit to students with demonstrated language performance are included in the Oregon Roadmap. The Texas Roadmap advocates an Early Start Initiative representing a partnership among school districts, higher education, parents, business and local communities to establish pre-K programs following established early language learning models.

Moving Forward

The Roadmaps to Language Excellence serve as a source of important ideas and strategies, not only for Ohio, Oregon and Texas, but for states and the federal sector. Flagship Centers will remain an integral component of the Roadmap implementation phase and will continue to seek ways to expand the reach of innovative approaches and best practices throughout the U.S. During 2008 we have worked closely with the Office of the Governor of Utah to structure their internally funded state roadmap effort. We have also identified a number of additional states that have indicated interest in advancing their own strategic planning efforts.

National Language Service Corps

Background

The NLSC (initially called the "Civilian Linguist Reserve Corps") is both a major component of the Department of Defense plan to address future surge requirements and the National Security Language Initiative whose objectives is to build national capacity.

The Intelligence Authorization Act for Fiscal Year 2005 (Public Law 108-487), Section 613, authorized the Director of National Intelligence to conduct a three-year pilot project to assess the feasibility and advisability of establishing a Civilian Linguist Reserve Corps.

In January 2006, the creation of a "Language Corps" became an integral component of the President's National Security Language Initiative (NSLI). The goal of NSLI is to enhance national well-being through increasing our foreign language capabilities. The Department of Defense embraced the concept of a "Language Corps" and proposed the implementation of the "Language Corps" concept as an integral component of its Language Transformation Plan and its role in NSLI. The John Warner National Defense Authorization Act for Fiscal Year 2007, transferred the administration of the pilot project to the Secretary of Defense.

NLSC pilot implementation is now assigned to the Department of Defense (Office of the Secretary of Defense/Personnel & Readiness) with program responsibility for implementing the program assigned to the Director, National Security Education Program (NSEP).

Foreign language skills are recognized as critical to the security and well-being of the nation. These skills are essential to the capacity of the federal sector to respond to national and international needs, particularly those that arise during national and international threats,

emergencies, and disasters. The National Language Service Corps represents the first organized national attempt to capitalize on our rich national diversity in language and culture.

The federal government cannot reasonably be expected to possess the wide range of language capabilities that may be necessary to address immediate or emergency surge requirements. The National Language Service Corps (NLSC) is designed to address the need for surge language capabilities by providing and maintaining a readily available civilian corps of certified expertise in languages determined to be important to the security and welfare of the nation. The Corps is established as a public organization that, upon becoming fully operational, will fill gaps that inevitably exist between requirements and available language skills. In addition, it is designed to provide the capabilities for meeting short-, mid-, and long-term requirements through the identification and warehousing of expertise and skills in current and potential critical languages. These language capabilities serve the broader interests of the federal departments and their agencies. Over the longer-term such capabilities might also serve the interests of state and local governments. The NLSC will maintain a roster of individuals with certified language skills who are readily available in time of war, national emergency, or other national needs. The design for the NLSC builds on and complements the solid baseline of capabilities established in other existing programs. The NLSC will adopt and will make use of the best practices, efficiencies, and cost effectiveness of appropriate civilian and military reserve models as well as the models of other organizations.

The NLSC will be comprised of United States citizens who are highly proficient in English as well as one or more foreign languages. These individuals would agree to offer their certified language skills in support of federal agencies responding to domestic or foreign disasters and other-than-emergency activities for the security and welfare of the nation. The National Language Service Corps will offer language-competent individuals the opportunity to support government efforts, particularly during times of emergencies or crises when their expertise can truly make a difference.

The NLSC effort is designed as a pilot allowing a team of experts to examine, in a cost-effective manner, all of the complexities involved in developing a complex organization. Having completed the first of its three year pilot, the NLSC has: (1) developed its concept of operations that have been vetted through a wide range of federal organizations; (2) established necessary capabilities; (3) assembled the correct team; (4) established strong interest among a wide range of federal departments and agencies of the executive branch; and (5) through extensive research and outreach efforts, established public interest in serving. During the coming year, in the second phase of its operation, the NLSC will implement all key components of the pilot in order to test and refine the process.

The goal of the NLSC pilot project is to create a cadre of at least 1000 highly proficient members in 10 languages by 2010.

The NLSC Concept

The NLSC represents a vital new approach to address the nation's needs for individuals with highly developed language skills. Focus group research undertaken by nationally recognized marketing and branding experts revealed a strong motivation on the part of Americans to serve not only the nation but their states and local communities. This research also led to the change in name from "Civilian Linguist Reserve Corps" to "National Language

Service Corps" in an effort to maximize the appeal of the organization to the broadest population.

NLSC members represent a national asset to support the nation's emergency responders when they must communicate with local populations during times of need. The nation will draw on NLSC members to address homeland and national security requirements as well as international emergency and relief efforts. Ideally, state and local users will also have the capacity to draw from a common pool of NLSC members for temporary and/or part-time assistance.

Concept of Operations

The NLSC is a pilot organization that is civilian in nature and operates in a civilian environment. Its members must be U.S. citizens who are at least 18 years old. In addition to the general population, potential recruiting pools include students and faculty at colleges and universities, retired military personnel, retired and former federal employees, and volunteers in already existing programs such as AmeriCorps, Senior Corps, and Learn and Serve America.

NLSC members voluntarily join and renew their membership in an organization that considers and adapts the best practices of volunteer organizations. Certified NLSC members are organized into National Pool and Dedicated Sponsor Pools. These members volunteer to be registered in a national database and are typically given an assignment by the NLSC upon a request from a federal sponsor for service. The two pools provide the requesting agency with a choice of options that best match their requirements and expectations.

The National Pool consists of a broader array of talent that will be warehoused and maintained to be drawn upon by all federal agencies during times of need. The primary focus of this group is to meet unanticipated and/or surge requirements for language skills. In a broad sense, members of the National Pool provide language expertise as required for short-term situations that do not require significant job-related training to support a particular organization. These individuals are, in many ways, similar to "temporary" employees and may be provided compensation for their services. Members of the National Pool also have the option of joining the Dedicated Sponsor Pool, and vice versa.

The Dedicated Sponsor Pool is a group of individuals who agree to provide recurring support to a federal organization by habitually performing duties requiring specific language and potentially professional skills in support of a sponsoring USG organization or agency. This agreement may include performing responsibilities and duties for a declared number of days of service per year as well as a requirement to either use existing or sponsor-provided professional or technical skills in addition to the language skills for which they are primarily needed. The Dedicated Sponsor Pool provides a major source of trusted personnel augmentation with professional and specialized language skills to develop and support long-term sustainability of close and mutually beneficial relationships. Its members are readily available for designated periods of service and provide dependable job performance and language expertise to the sponsor. This long-term relationship and commitment contributes to an enduring relationship that builds mutual confidence and improves both efficiency and effectiveness. It is envisioned that the Dedicated Sponsor Pool will have fewer members than the National Pool since it is tailored to satisfy specific, identified requirements.

The languages of interest to the NLSC reflect short- and long-term requirements with emphasis on expertise critical not only to national security but to the needs and requirements of

a broad array of federal agencies. While the pilot NLSC will address a smaller subset of languages, we envision the fully implemented organization will address a very wide array of languages, perhaps more than 150 languages. The number of members associated with each language will ultimately be based upon the priorities and needs of the agencies of the Federal Government.

It is generally desirable for NLSC members to possess Level 3 language proficiency or higher in all modalities – reading, writing, speaking, and listening, as defined on the Interagency Language Roundtable (ILR) scale. The NLSC will maintain a database of individuals who have some measurable skills in less common languages but who do not meet the Level 3 language proficiency. These individuals may be contacted when a requirement develops.

The NLSC will conduct assessments and certify the language skill proficiency levels of its members. This responsibility includes conducting performance-based testing, which leverages available resources for testing languages of interest, as the central component of the certification process. Similar efforts will be made in determining the availability of satisfactory tests in the other priority languages. The Dedicated Sponsor is responsible for providing job skills and sustaining language skill training for members of this pool.

The NLSC will leverage technology in a 24/7 Operations Support Center that will represent a key function for maintaining the Corps. This Center is expected to evolve into the information, communication, data, member readiness training, and operational hub for the Corps. Through the 24/7 Operations Support Center, the NLSC uses available resources to support language proficiency sustainment and certification of its Members.

The NLSC reaches out to the various populations with a targeted requirements-based marketing and recruiting strategy to enroll members. The NLSC is devising an operational plan that will provide direct interface with federal agencies to assist them, where necessary, in identifying their language skill requirements. This analysis will help identify gaps between existing language skills and the number of linguists available as input data for developing targeted recruiting and marketing goals and strategies.

The NLSC will be proactive in placing members in positions of service across the Federal Government. The NLSC will maintain up-to-date information on all members. The NLSC will recruit, certify, enroll, train, and maintain National and Dedicated Sponsor Pool members consistent with supported organization requirements. When approved requests for language support are received, the appropriate NLSC member(s) will be assigned and provide service as federal employees on temporary duty (TDY) to support the requesting agency.

NLSC support will be provided to all departments and agencies of the USG and, when authorized, to state and local governments. The requesting agency and the NLSC will utilize memorandum of agreements to establish the relationships, and the roles and responsibilities of the parties. At a minimum, agreements will identify the requesting agency's language requirements.

The Concept of Operations supports the concept of the NLSC as a public civilian organization to fill gaps in language requirements and capabilities across federal departments and agencies. It is composed of members who are motivated, prepared, and on-call to use their language skills to help others by providing surge language support for federal departments and agencies, particularly during national crises/emergencies.

NLSC members may be assigned as intermittent Federal employees when requested by a federal agency and may be physically moved as members of a government response team to provide on-site language support, including locations OCONUS.

Duty assignments of NLSC members may be based upon language skills and, potentially, occupational skills sets with the opportunities for service varying from emergency relief to international crises to immediate national need—wherever language skills are needed. Members of the Corps will be compensated for their services when activated. They also will receive a significant personal reward from knowing that their power to communicate across languages and cultures has contributed to a deeper understanding among all nations.

The NLSC prepares its members for assignments as a member of a government team in support of federal departments and agencies. The preparation of its members includes an understanding of the working culture of the organization being supported. The NLSC engages and interacts with its enrolled members on a regular basis to maintain their interest and involvement. It also supports language proficiency sustainment and enhancement, and provides resources for professional opportunities in language. The NLSC Concept of Operations does not include language training, but links to resources for language training will be provided to NLSC Members.

Accomplishments

The U.S. Government awarded a competitive contract in April 2007 to General Dynamics Information Technology as the prime contractor to conduct a three-year pilot NLSC program. The pilot is overseen by the National Security Education Program (NSEP) at the Department of Defense. The pilot program started in mid April, 2007, with a team of nationally recognized experts developing the Concept of Operations for a prototype NLSC. The accomplishments of the NLSC Team during Phase 1 of the prototype include:

- Conducting a Proof of Principle of the NLSC through a series of interactive functional exercises carefully designed to provide details for their performance, organizational structure, and metrics for measuring and reporting their progress to support preparing a Concept of Operations for each function.
- Developing a NLSC Concept of Operations (CONOPS) that guides the establishment and evaluation of the pilot NLSC. It represents the best ideas produced through a series of functional workshops that included representatives of the federal and state organizations that are the expected beneficiaries of the NLSC. Functions were further evaluated as integrated processes in Capstone exercises that included additional representatives from the same communities. The result is an initial NLSC CONOPS that is comprehensive, complete and preliminarily vetted with the User community.
- Preparing the NLSC Marketing and Recruiting Plan with a methodology for locating and attracting prospective NLSC member volunteers while providing internal guidance to recruiters and marketers. This methodology includes determining marketing and recruiting objectives, defining a target market and developing enrollment quotas. Additionally, the Plan summarizes a process to develop metrics and assist recruiters and marketers by helping them to optimize the marketing and recruiting tools at their disposal.
- Developing and delivering an NLSC logo that conveys a message of service through the use of a colorful weave design. The expressed message is one of diversity illustrating that speakers of foreign languages can use their skills working together for the good of others.

- Creating the NLSC tagline that conveys the message to speakers of foreign languages that their ability to communicate in a language other than English can be used to help other people.
- Developing the NLSC Language Proficiency Certification Plan that focuses on the testing methods and requirements to certify individuals in designated languages.
- Preparing the preliminary Compensation Plan for NLSC members appointed temporary employees in the Federal Government on an intermittent work schedule.
- Developing a preliminary Contract Plan (terms of service/employment) for NLSC members that includes identification of documents and forms required to legally record agreements and actions between NLSC and its members, clients, and suppliers.
- Preparing the Preliminary Report on Legislative Requirements for a permanent NLSC.
- Conducting outreach to key language constituencies to develop long term relationships.
- Facilitating marketing, advertising, recruiting, certification, community relations, public relations, NLSC member professional development, and other NLSC functions.

Next Steps

During the remaining phases of the prototype, the NLSC Team will test and evaluate the NLSC Concepts of Operations (CONOPS), the functions to be performed, and the organizational structure to provide data for preparing the plan for a fully operational organization. This effort includes recruiting and enrolling 1000 members with competency in ten languages important to national security and the welfare of the nation. The test and evaluation will further develop and mature the Prototype during a series of scenario-driven staff exercises and activation exercises as the primary vehicles for testing and evaluating the integrated CONOPS.

The first activation exercise is planned to be with the Center for Disease Control (CDC) responding to an emergency environment located in the United States. If possible, the activation will be part of a regularly-scheduled CDC exercise. The second activation exercise is planned to be with the DoD Pacific Command (PACOM) and will activate and deploy NLSC members to locations outside the United States. This exercise will include NLSC operations under normal conditions. The third activation exercise is planned to be with the Defense Intelligence Agency operating at a location within the United States in a non-emergency scenario. These activation exercises provide opportunities to explore, test, validate, and provide feedback for adapting the CONOPS and business practices under circumstances and environments that approximate real-world conditions. During each exercise, the NLSC plans to alert 100 members, activate 50 members, and physically deploy and redeploy 5 members as part of an integrated government team. These activations will provide data for each data element and each measure of performance comprising the metrics for NLSC operations. The Director of NSEP is coordinating the participation of federal agencies as partners for the Prototype.

The NLSC will continue outreach to national, regional, and local ethnic heritage communities, organizations of language professionals, US Government retirees, and academic institutions and associations in order to establish long-term relationships. These interactions will help the NLSC facilitate recruiting from these segments of the population as well as expand the

professional development and language proficiency certification opportunities open to the NLSC and its members.

These activities of the NSEP demonstrate that the Department of Defense is committed to expanding the language capacity of our nation. Our national security demands these skills. We continue to aggressively encourage the state, federal, business, and academic sectors to join us in this critical undertaking.

Not for publication until released by the Committee

Statement

of

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Director, Texas Language Roadmap

Before the

**House Armed Services Committee
Subcommittee on Oversight and Investigations**

September 23, 2008

I. Introduction and Background

Mr. Chairman and members of this distinguished committee, thank you for the opportunity to speak with you regarding the University of Texas at Austin's Language Flagships and the Texas Language Roadmap.

The following document provides an overview of study abroad and language enrollment at the University of Texas at Austin. I also provide information on funding for study abroad programs. Section III provides detailed information on the two Language Flagship programs at the University and Section IV provides information on the Texas Language Roadmap.

The University of Texas at Austin is one of the leaders in education abroad and language education in the United States. We have consistently ranked in the top 5 over the last few years in numbers of students studying abroad at doctoral/research institutions, and we are currently ranked 3rd as shown in the Open Doors 2005/2006 report:

Open Doors 2007

Report on International Educational Exchange

Table 27B

INSTITUTIONS BY TOTAL NUMBER OF STUDY ABROAD STUDENTS: TOP 10 DOCTORAL/RESEARCH INSTITUTIONS, 2005/06

Rank	Institution	City	State	Students
1	New York University	New York	NY	2,809
2	Michigan State University	East Lansing	MI	2,558
3	University of Texas – Austin	Austin	TX	2,244
4	Penn State University - University Park	University Park	PA	2,168
5	University of Illinois - Urbana-Champaign	Champaign	IL	1,988
6	University of Minnesota -Twin Cities	Minneapolis	MN	1,981
7	University of California - Los Angeles	Los Angeles	CA	1,966
8	University of Florida	Gainesville	FL	1,926
9	University of Georgia	Athens	GA	1,916
10	Ohio State University - Main Campus	Columbus	OH	1,858

The university teaches a broad range of languages as shown in the following table:

Fall 2006 Language Enrollments at the University of Texas at Austin

Spanish	4442 (216 are graduate level)
French	1319 (94 are graduate level)
German	801 (75 are graduate level)
Italian	580 (7 are graduate level)
Japanese	408 (7 are graduate level)
Chinese	362
Latin	352 (25 are graduate level)
American Sign Language	290

Russian	282 (22 are graduate level)
Arabic	223 (36 are graduate level)
Portuguese	168 (13 are graduate level)
Ancient Greek	147 (50 are graduate level)
Hindi	135 (10 are graduate level)
Korean	109
Persian	87 (4 are graduate level)
Hebrew, Modern	73 (5 are graduate level)
Urdu	54 (5 are graduate level)
Czech	40 (2 are graduate level)
Turkish	38 (1 is graduate level)
Tamil	30 (4 are graduate level)
Vietnamese	29
Yoruba	29
Sanskrit	27 (5 are graduate level)
Dutch	13
Danish	12
Norwegian	12
Serbo-Croatian	12
Malayalam	10
Swedish	10
Bengali	8
Polish	4
Yiddish	3

**** The survey measures enrollments, not the number of students studying a language other than English.**

Source: Modern Language Association

II. Financing Study Abroad at The University of Texas at Austin

General Information:

- Because there are no large funding sources, students must gather financial support from various entities to piece together a financial plan.
- Strategic financing (like Gilman and Flagships putting focus on non traditional locations) is not in and of itself enough to change the American student's overwhelming desire to go to Europe and Australia. Much more will have to change on campuses around the US in order to shift the destination trends. Until that time, more American students will be going into great financial debt to study abroad in traditional locations like France, Italy, Spain and the UK.
- In cases where students are selecting to go to non traditional locations and programs the money available becomes more competitive each year, as even those funding sources are limited.
- Funds for middle income students are perhaps the most challenging; no single or collective scholarship initiative is addressing this issue.

- The University is currently in the process of re-evaluating funding for Study Abroad and plans to provide more institutional support in order to reduce the program costs for students

International Education Fee Scholarship (UT):

Began in 1990

Student leaders worked with the Texas Legislature to allow students to add a \$1-\$3 fee to tuition in order to fund study abroad scholarships for undergraduate and graduate students.

As of Fall 2007, UT has awarded over \$1,790,000 in financial support to undergraduate and graduate students (grad: \$358,083; under: \$1,433,406). Serving over 2100 students (grad: 384; under: 1804).

Undergraduate awards range from \$1000 - \$1500 with approximately a 35% award rate.
Graduate awards range from \$1200 - \$1500 with less than a 20% award rate.

Benjamin A Gilman International Scholarship:

Began in 2000

<http://www.iie.org/programs/gilman/stats/Annual%20App%20&%20Award%20Stats%2006-07.pdf>

Requires Pell grant; very small percentage of our study abroad applicants are Pell granted or Pell eligible

In 2006/2007 they had 2195 applicants and awarded 777 students (35% of applicant pool awarded).

Awards are generally \$3000 - \$5000 per student.

New Critical Need Language Supplement, \$3000 per student.

As of fall 2006, UT has had 45 award recipients for a total of \$179,400 (an embarrassing figure when looked at in comparison to other states and institutions of our size and caliber).

Every year UT SAO faces a huge challenge of recruiting students for this scholarship. We have been unable to determine why our number of applicants is low given that UT has approximately 7500 students receiving a Pell grant each year.

Fulbright US Student Program:

Began in 1946

Awarded approximately six thousand grants in 2007, at a cost of more than \$262 million, to U.S. students, teachers, professionals, and scholars to study, teach, lecture, and conduct research in more than 155 countries, and to their foreign counterparts to engage in similar activities in the United States.

The nation's only comprehensive scholarship program for international education.

Freeman-Asia

Began 2000

Since the launch of the program in 2000, Freeman-ASIA has supported almost 4,000 U.S.

undergraduates with their study abroad plans in East and Southeast Asia.
Award amounts range from \$3000 - \$7000.

Coop GOES:

Began in 2002

The University Coop (our campus bookstore) has donated funds ranging from \$100,000 to \$250,000 per year to fund study abroad scholarships for Maymester (short-term faculty led programs) and summer study abroad programs.

2004-2008 Co-op GOES Awards for Maymester courses total \$731,000 for 471 undergraduate and graduate students.

Funding for summer courses began in 2005

2005-2008 Co-op GOES Awards for Summer courses total \$352,000 for 160 undergraduate and graduate students

American Airlines:

Began in 2006

American Airlines gives UT three airline tickets per year. (3 awards / possible, 2000 applicants)

AT&T:

Began in 2007

The AT&T scholarship provides \$120,000 to students studying abroad over the period of three years. In order for these funds to actually impact a student's financial situation we try to ensure that the minimum award is \$2000. If that trend continues, at the end of the contract approximately 60 students will be served.

III. Language Flagships at The University of Texas at Austin

The University of Texas at Austin has received funding for 2 Language Flagship programs from the National Security Education Program. The Hindi Urdu Flagship currently has 15 students and the Arabic Flagship has 39 students. This program is an important source of funding for our brightest students who have an interest in intensive language study.

THE HINDI URDU FLAGSHIP

The Hindi Urdu Flagship at the University of Texas at Austin is the sole Language Flagship program dedicated to this pair of languages. Building on a long history of teaching South Asian languages and cultures at UT, HUF is responding to a newly-perceived national need to change the paradigm of language learning in the US by developing new pedagogical approaches, a new type of curriculum, and a new focus on the Flagship goal of producing global professionals—

graduates whose linguistic skills will make them highly effective in a range of professional capacities.

Hindi and Urdu share a common grammar and basic vocabulary, but are distinct in script, higher vocabulary and cultural orientation; their sibling relationship allows us to teach the two in parallel, a unique feature within the Flagship family of languages. Currently beginning its second year of operation, HUF is showing early success in both main aspects of its operation — (a) providing innovative teaching for students of Hindi-Urdu at UT, and (b) bringing innovative development to the teaching and learning of these languages nationwide. The most significant new emphasis in the Flagship approach is to transcend the traditional ‘Language and Literature’ context of language study and to develop students’ linguistic skills in disciplines and areas directly relevant to their long-term professional ambitions; thus each student will be taken through four years of language training with an appropriately designed curriculum based on compatibility with his or her major, and with close attention being paid to the individual student’s development. Our students represent a variety of majors, including Business, Pre-med, Biology, Communication, Electrical Engineering, and various liberal arts fields. Such diversity represents a broad spectrum of linguistic needs that we are addressing through several new approaches, briefly outlined here:

- A focus on *specific themes* in language classes: for example, the second-year syllabus for the current semester includes a focus on Ecology and Environment, building students’ familiarity with a technical lexicon closely relevant to the worlds of science, development, and public administration.
- The study of Hindi and Urdu sources as a supplement to existing UT courses such as South Asian anthropology, history and politics; the aim here is to give students the South Asian perspective in these fields through study in the requisite discipline *through the target language*.
- In collaboration with the UT South Asia Institute, we invite distinguished Hindi and Urdu writers and artists to visit UT and work with our students.
- The development of innovative authentic learning and teaching materials, many being designed for self-study through such media as podcasts and web-based video.
- A newly-conceived and carefully planned period of immersion language-study in India, for the third year of a student’s program. Based on intensive language training at the long-established American Institute of Indian Studies, the Flagship ‘Year in India’ will include two specific and unique features: (a) mentorship and teaching of individual students in their major subjects by Indian university faculty (for UT credit); and (b) internships in NGOs and other organizations related to individual students’ majors.

The role of a Flagship is not merely to teach its own students, but also to raise the level of language teaching and learning across the board. In a series of workshops held at UT, we have

been working towards new ways of training teachers in our languages. This is an especially urgent need for Hindi and Urdu, where much teaching is currently an inadequate combination of mother-tongue knowledge and amateur enthusiasm. We will be expanding our training process with recommendations for curriculum and best practice, and will be making such training available in the vital sector of K-12 in which lie the best possibilities for channeling students towards the advanced study of our languages. Since it is well known that the goal of advanced proficiency in language is best achieved by students who began their studies at a young age, our Flagship teachers have taken part in the development of Hindi Urdu language standards for K-12, and have actively contributed to the Startalk program in teacher-training and in summer-study initiatives.

Although our primary constituency for recruitment to the HUF program has so far been among students with a South Asian heritage, we have also been successful in recruiting students with no South Asian family background – students whose induction into Hindi-Urdu has been triggered by personal interest in South Asia, its cultures and its peoples. We expect to continue to draw on both Heritage and non-Heritage constituencies, and to develop ways of meeting the different learning needs of these two groups while they collaborate and study together as equally valued participants in the Flagship community. Our Flagship students, all very busy, with many irons in the academic fire, show real dedication to their Hindi-Urdu studies as they work towards taking their Hindi Urdu knowledge to the professional level. Here are four examples of our current students:

- One HUF student, a Heritage student majoring in Finance, has recently been accepted into the highly competitive Business Honors Program in UT's McCombs School of Business. He hopes to pursue pre-medicine courses alongside the Finance track and will graduate in 2011 with dual majors in Finance and Asian Studies. After graduation, he will either embark on a career in finance or enter medical school.
- Another HUF student, also a Heritage student, is a Biology major in the College of Natural Sciences. Having recently moved with his family to the US from Nepal, he qualified for UT's TIP Program (Texas Interdisciplinary Plan) that mentors the academic success of 'transitional' students who show exceptional academic promise. This student's professional goals are intensely humanitarian. He will graduate in 2011 with majors in Biology and Asian Studies and will enter medical school with the plan to use his skills in Hindi and Urdu in collaboration with international humanitarian organizations.
- A third HUF student is a non-Heritage student who will graduate with majors in Biology and Asian Studies at the end of her study abroad year in 2010. An exceptional student, her intention has been to become a doctor and work in international health programs, such as 'Doctors Without Borders.' After joining the HUF Program, however, she has become interested in pursuing Hindi-Urdu and South Asia studies at the graduate level in order to become a Hindi specialist.

- A Heritage student who is a Government major in UT's College of Liberal Arts serves as a final example. This student has chosen an Urdu focus in the Flagship Program and will graduate in 2011 with two Liberal Arts majors: Government and Asian Studies. She hopes to pursue graduate school and eventually work in the field of international relations.

We seek to recruit students nationwide, and even at international schools in South Asia that enroll American expatriates; we have already had some success in this endeavor thanks to the support of the University of Texas in providing tuition waivers, i.e. in charging in-state fees to out-of-state students. The success of the program as a truly *national* resource is wholly dependent on such an arrangement. The essential cooperation and support of the university has also been forthcoming in other important ways, for example:

- UT has provided the program with fine office and teaching space in the heart of the campus, close to the Department of Asian Studies, the academic base of HUF's directors and instructors. This space provides an essential center for the program's activities, and helps us to promote the aims of the Flagship in the wider academic community.
- The university authorities have worked closely with the HUF team in finding the most cost-efficient ways of channeling funding to individual students, through detailed case-by-case analysis of students' financial packages.
- The staff of UT's Liberal Arts Instructional Technology Services collaborate closely with HUF in developing innovative teaching materials, allowing the Flagship to play a full part in the development of language-teaching pedagogy in the university while also benefiting from the experience of colleagues in other languages.

As has already been noted, the Hindi Urdu Flagship is contributing to the national Language Flagship's 'Diffusion of Innovation' process by creating and distributing innovative materials for use wherever Hindi-Urdu is taught. The Flagship also values collaborative projects, and has recently won NSEP funding for a new project, 'Language for Health: the Practice of Medicine in Hindi and Urdu,' to be undertaken in collaboration with Columbia University and New York University. This project addresses the urgent need to train medical and healthcare practitioners in Hindi and Urdu so that they can function professionally in South Asian medical contexts both in the US and in South Asia. We expect this collaborative project to be the first of many such, and through work of this kind we shall continue to develop the Language Flagship ideal of producing linguistically sophisticated professionals in many different fields.

All aspects of HUF's activities will be subject to scrutiny through a rigorous peer-review process; the Flagship emphasis on evidence-based learning scrutinizes both the achievement of the student and the efficacy of the teaching program, allowing us to make constant adjustments and improvements to our operation. We are confident that the Hindi Urdu Flagship will each year graduate a group of highly skilled and knowledgeable students who will be able to function in Hindi Urdu in their professional capacities and to make a significant impact on relations

between South Asia and the USA. We expect that both employers in the private sector and the government will be competing for these Flagship graduates. The success of our program at undergraduate level encourages us to think of broadening our sphere of activity; at planning sessions in the coming weeks and months we will be evaluating various ideas for new initiatives in the future.

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ARABIC FLAGSHIP PROGRAM

The Arabic Flagship Program (AFP) at the University of Texas at Austin provides training in Arabic language and culture at the undergraduate level. AFP students are given the opportunity to reach Superior level proficiency (Level 3 on the ILR government scale) in Arabic while simultaneously pursuing an undergraduate major of their choice.

The program is unique in several key ways. The first is that our program is embedded within the Department of Middle Eastern Studies, enabling us to offer a very wide range of Arabic language and content courses. Also, the substantive benefits the AFP program has brought to UT in terms of increased faculty, smaller class sizes, increased contact hours for students, benefit all of the students in our program rather than only our own. UT Austin has the largest Arabic faculty in the country, and the close, supportive relationship we enjoy with our Department has benefitted all enormously.

A second factor that makes our program unique is that the majority of our students are non-heritage students. This means that we are able to target and recruit students based on academic talent, language aptitude and commitment rather than the level of language they bring with them. We have also seen an increase in the number of students transferring to UT Austin during their undergraduate degrees in order to be an AFP scholar. Incoming freshmen are applying to our program in greater numbers, in some cases turning down Ivy League offers to join us here.

Another key difference is that students have the opportunity to take content courses in a wide range of subjects, and these are taught in Arabic. Examples of these Arabic content courses include a course on the political system in Lebanon, courses on Arabic Literature, History, and Religions. As our program expands, we expand the variety of courses available to our students. One new innovation is our Language Across the Curriculum courses, where students study in English but are offered an additional one hour where they read authentic texts in Arabic and discuss them using the target language.

Profile of Our Students

The typical AFP student has already had 1-2 years of Arabic by the time they are accepted into our program. The average GPA is 3.5 or above, and they come from a wide variety of backgrounds and majors. What unites them is an absolute commitment to developing professional level proficiency in Arabic and true talent for learning languages that enables them to keep up with a very challenging program of study. After completion, our students plan work in academia, for the government, in international business, in global advertising, and a range of other fields.

We currently have 39 students in our program, with five of these in Egypt working on their capstone year. Interest is extremely high and we already have applications on file for our next recruitment cycle in January. One reason why recruitment has been so successful is that we select students from inside our wider UT Arabic program, and then, these same students attend classes with the general population. This means they serve as role models for other students, and students often ask, "There is an AFP student in my class and their Arabic is great – how can I get into your program?"

Over the period of their five years in the program, AFP students will move from taking Arabic language courses, where they work on both Modern Standard Arabic as well as specialize in an Arabic dialect, to more advanced dialect work, to content and Media courses taught in Arabic. Through their time studying in the Middle East that is part of the program, they build on their language skills to add a deep understanding of culture as well. This means that we are able to create the next generation of global language professionals.

Study Abroad in Alexandria, Egypt

We offer our students two opportunities to study abroad during their time with us through a program in Alexandria Egypt administered by the American Councils for International Education. Alexandria offers a friendly and safe seaside environment where exposure to English is limited, while the University of Alexandria's long established center for Teaching Arabic as a Foreign Language provides the faculty and facilities we need to achieve our aims. The Language Flagship Organization as a whole has invested in building a strong center and upgrading facilities on the ground in Egypt, and we are working hard to build a long-term relationship that will enhance our stateside program.

Our students will spend one full summer at the TAFL Center in Egypt when they reach the Intermediate High level and one full year to make the transition from Advanced to Superior Arabic. This 4 [years at UT] + 1 [year in Alexandria] model enables students to focus on their undergraduate degrees fully while here, meaning that Business and Medical students can be accommodated within it without compromise, and then focus exclusively on Arabic in their capstone year. Feedback from students in Egypt at present indicates that all is going well, with diverse personalized internships and a rigorous academic curriculum in place.

The Arabic Language Community

On entry to the program, AFP students are assigned a mentor for individual weekly tuition to help them to develop their listening and speaking skills. This increases their exposure to Arabic as it is spoken across the Middle East, and provides an entry into Arab cultures. Our department routinely hosts several Fulbright Teaching Assistants from across the Middle East, and they become active in our program, acting as mentors and participating in classes and events.

During the year, we host a wide range of events, films and speakers so that students are part of a vital and growing community at UT. Some examples from this past year of events were the visit from renowned Lebanese singer, Marcel Khalife, a film series focusing on current cultural issues dominating the Middle East, and a student led Arabic Talent Show. Future plans include the creation of an Arabic living environment, Arabic House, for our students and visiting faculty to take part in, creating a true immersion experience here in Texas.

Sharing our Innovations

The Flagship mission is not just to create a small pool of well-trained students, but instead to change the face of language teaching across the country. We are taking the lead in a wide range of projects to provide leadership to the Arabic teaching community. This year, we will be focusing on K-12, Outreach, Testing and Assessment, and upgrading our website to become a valuable resource for learners of Arabic.

We have been chosen for two Diffusion of Innovation Projects this year, and one additional collaborative project. We will be working closely with the University of Michigan as they expand their Arabic materials development and student program, and the University of Oklahoma as they build on their existing program. Within our collaborative project, we are working with the American Council on the Teaching of Foreign Languages (ACTFL) on building consensus on the way oral Arabic skills are tested and how the results are interpreted.

The outcomes of these projects will have a profound impact on the Arabic teaching community at large and we are looking forward to sharing our successes and learning from the successes and experience of others as we go forward.

Creating the Next Generation of Arabic Educators

A final goal of our program that we have had great success with is the creation of the next generation of Arabic language teachers. We have recruited many of the top graduate students in the country who provide classroom assistance, work on research projects, and take our program forward. Graduate level classes in the Teaching of Arabic as Foreign Language are offered, and our seven Arabic Flagship Graduate Scholars are encouraged to write, research, and share their experiences. This year at the Middle Eastern Studies Association meeting, seven of our current and past Flagship mentors will be presenting papers.

We provide the academic input, the language support, and the practical classroom experience our graduate students need to become successful professionals, and the extra guidance and mentoring they receive here makes places them in high demand.

The Arabic Flagship Future

The Arabic Flagship program at UT is serving the nation by producing students with a high level of proficiency in Arabic language and culture and teachers who will be at the forefront

of teaching Arabic. Continuing the Flagship funding will be essential in enabling UT to continue to fulfill these critical national needs.

Contact Information

Dr. Mahmoud Al-Batal, AFP Director
albatal@austin.utexas.edu
 Tel: (512) 471-3463

Chelsea Sypher, Assistant AFP Director
utflagship@austin.utexas.edu
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IV. The Texas Language Roadmap

In February 2007, the University of Texas at Austin was selected as one of three institutions around the country to participate in the federally-funded 2007 U.S. Language Summits project. The results of that project are summarized below. In the spring of 2008, Dr. Terri Givens was asked to continue the project, in order to develop an advisory board which would work with the State of Texas to develop the ideas outlined in the Language Summit. We currently have 5 high-profile members of the advisory board, and we are working with the Austin Chamber of Commerce to develop ties to the business community. The main focus of the initiative will be to develop and fund pilot language projects in elementary schools, work towards legislation that would increase requirements for language training, and provide broader funding for K-12 language initiatives.

Texas in a changing world

- Texas has been ranked the number 1 U.S. exporting state for the past 6 years
- Texas exports 15% of its output, 1 in 4 manufacturing jobs is linked to overseas demand
- Global mergers and acquisitions have resulted in more U.S. companies being owned by foreign parent companies
- Today's workforce in multinational corporations are more involved in multicultural teams around the world (global teams)
- The following are the top ten countries that Texas exports to:

1. Mexico	*(↑2.2%)
2. Canada	* (↑6.9%)
3. China	*(↑24.6%)
4. South Korea	*(↑4.1%)

5. Netherlands	*(↑19.7%)
6. Taiwan	*(↑31%)
7. Singapore	*(↑29.4%)
8. Brazil	*(↑22.6%)
9. Japan	*(↑24.5%)
10. United Kingdom	*(↑12.8%)

* refers to % change from 2006-2007

One quarter of Texas gross national product is exported to Asia, the fastest growing sector for Texas.

- The Office of the Governor, Economic Development and Tourism (2007) reports that Texas receives 8 million tourists annually, an estimated 4.9 billion into the economy
- The service sector including tourism, healthcare, finance, law and information services have seen increases in its overseas clients.
- Asian populations in Texas operate 78,000 businesses generating 20.6 billion annually

Source: http://www.trade.gov/td/industry/otea/state_reports/texas.html and <http://governor.state.tx.us/>

Changes in the Population

- Minority groups such as Hispanics, African Americans and Asian Americans are now in the majority, over half of the state is non-white
- Texas now has the third largest African American and Asian American populations
- The rate of increase of Native Americans, Hawaiian and Pacific Islanders and Alaskan natives is now the 2nd highest in the country

Source: Real Estate Center at Texas A&M University (2007)

The Demand for Languages other than English in Texas

Advanced Language Competency

- English is the primary form of communication in business but other languages like Spanish, French, Chinese and Vietnamese are also commonly used

- There is a lack of Asian language speakers, especially technology-gearred languages like Chinese, Japanese and Korean, also taking into consideration the size of Asia and its growing economies
- We should capitalize on heritage speakers because they are a tremendous economic asset and train them to use their language skills in a professional environment
- Schools should not take away the students' native language but rather use them as a competitive advantage

Cultural Competency

- Knowledge of cultural differences is imperative for effective communication especially when it comes to business
- Professional dealings with clients and colleagues in other countries require more than just an understanding of the language

Lack of Awareness

- College graduates are unable to comprehend the importance of learning another language in an increasingly global society
- Businesses do not reward employees for proficiency in other languages, however, large companies like P&G, Intel and IBM are beginning to compensate employees who learn foreign languages

Costs of Insufficient Language Capacity

- The opportunity cost of not understanding another language and culture is that it limits a company's external customer base and growth
- The dependency on translators is expensive and companies do not have the time to react quickly to situations should it arise, especially in a global market
- Businesses cannot even recognize a good opportunity should it even arise
- From the government's point of view, clients who cannot speak English cannot access the services even though they are available and legally entitled to
- Medical conditions cannot be diagnosed properly if patients do not speak English
- Court cases have to be delayed if translators are not available and in some cases, civil rights may have violated thus adding to the increase of lawsuits
- Many agencies have resorted to hiring private translators or reassigning employees to areas where there is a greater need thus increasing the inefficiency of the organization

Language Roadmap For The 21st Century

Goal 1: Raise Public Awareness

(Parents & Communities, Public Education, Business, Government)

Awareness

- Establish a Texas Language Roadmap Coordinating Board, the first task of which is to conduct a large-scale survey and suggest a funding strategy
- Outline a public information campaign on the economic and cognitive benefits of language learning tailored to different audiences
- Analyze employer survey data, gather additional information, and develop documentation illustrating economic benefits of a multilingual workforce
- Launch a campaign geared to parents and the public at large on the cognitive benefits of language learning
- Launch an economic benefits campaign and disseminate information through business organizations, trade associations, and PSAS

Goal 2: Increase Instructional Capacity

(Public and Higher Education and Government)

Certification

- Determine the need for teaching certificates in additional languages
- Add new certificates and certification exams as needed
- Periodically review the passing rate of exams

Proficiency

- Identify existing proficiency certification prep courses for probationary and pre-service teachers
- Increase the numbers of prep courses and languages available, as needed
- Periodically evaluate courses' success-rates and revise the curriculum, as needed

Teacher Ed Curriculum

- Key universities review the current teacher curriculum in light of state standards
- Revise the curriculum as needed to align with state standards and reflect language acquisition research
- Make revised curriculum models available to other institutions

Curriculum for Language Majors

- Education and foreign language departments at major teacher-training institutions begin discussions on the restructuring of the language major
- Collaborative effort to create integrative, cross-disciplinary language major including study abroad
- Implement new language major program and share structure with other institutions
- Review the effectiveness of the language major curriculum and revise, as necessary

Goal 3: Develop Advanced Linguistic and Cultural Proficiency

(Parents & Communities, Public and Higher Education, Business and Government)

Early Start Initiative

- School district and community partnerships investigate and select an early language learning model
- School districts begin implementing chosen model
- Periodically evaluate students' proficiency and revise models, as needed

Extended Sequence

- Expand existing programs for heritage speakers
- Add heritage speaker programs in additional school districts
- Increase the number of special-purposes course offerings, such as Chinese for Business

Structural Change

- Add Languages Other than English (LOTE) to the foundation curriculum
- Establish a P-16 language articulated curriculum
- Implement the P-16 articulated curriculum

Enrichment Options

- Expand service opportunities in which students use language skills in the community
- Add language service opportunities in additional school districts
- Establish International Language Academies in select districts

Goal 4: Create Incentive Structures

(Public and Higher Education, Business and Government)

Study Incentives

- Develop written policies awarding benefits to employees with advanced language skills

- Establish business and higher education partnerships to organize work/study options for students with advanced language skills
- Begin offering discipline-specific internships to students with advanced language proficiency

Tax Credits

- Provide tax incentives to businesses for investment in programs to enhance employees' language proficiency

Government Initiatives

- Add Languages Other than English (LOTE) to Texas Governor's School Program
- Establish a state Language Service Corps Office to identify agencies most in need of employees with language skills and develop program and incentives accordingly
- Begin offering Language Service Corps positions to college graduates with advanced language skills
- Include language proficiency as a licensing requirement in critical fields like health care

Current Language Capacities and Limitations

Foreign Language Education in Texas

- According to the Texas Education Agency (2007), roughly 40% of the state's 7th to 12th graders were enrolled in a language class during the past school year
- A new state mandate requires all high school students to take at least 2 credits (a minimum of 2 years of study) in a foreign language in order to graduate (graduating class of 2008 will be the first to be affected)
- Spanish leads the way in the 15-plus languages taught and accounts for 81% of the total student enrollment in second language classes
- Top 5 languages taught are Spanish, French, German, Latin and American Sign Language
- Others languages taught are Spanish for Native Speakers, Japanese, Chinese, Russian, Italian, Hebrew, Arabic and Hindi
- According to the Texas Two-Way/Dual Language Consortium (2007), there are 255 two-way/dual language programs in Texas districts (see directory in appendix)

- The Center for Applied Linguistics (2006) reports that there are 8 Spanish and 1 French immersion programs in Texas (see directory attached in appendix)
- TEA indicates that less than 3% of elementary students in Texas study a foreign language even though this is the best opportunity for them to develop future language proficiency, excluding students in dual-language and bilingual programs

Extent of Language Learning

- For those who begin a language, less than a quarter go on to the 3rd level and about 2% actually go on to the 4th level so the proficiency level is actually falling short
- Only 1.3% of all 2004 university graduates majored in a foreign language
- Less than 1% at UT Austin graduates with a foreign language in 2007

Between Needs and Capacity

- All indications show that Texas is not currently equipped to meet the needs for foreign language speakers, let alone future demands
- Less than half of Texas public school students in grades 7-12 are enrolled in second language classes, the majority of whom will end their studies after two years

Language Acquisition and Age

- The ability to develop advanced proficiency in a language is directly related to the length of time spent studying the language
- Children who are exposed to other languages and cultures at an early age tend to be more open to cultural differences
- After the age of 10, they begin to have stereotyped views of people they see as “other”
- Very few Texas students have the formal opportunity to begin learning another language therefore their language skills fall short of professional proficiency requirements

Integration of Language and Cultural Learning

- To better understand another culture, it is best to raise the interest at an early age rather than wait till high school, as it is the case with Texas students

Making Language Learning Practical

- Tie foreign language skills to functional skills and field-specific content, such as specialized terms used in law, medicine, engineering, criminal justice and other professional fields
- Texas secondary and high schools need to take this into account or else government and business agencies will bear the cost later when attempting to train employees in these areas

Re-valuing Languages Other than English

- Heritage speakers have the natural advantage, however, few school districts see informal knowledge of heritage languages as a building block for formal language acquisition

How does Texas rank in the number of Critical Language Speakers?

- Urdu – ranked 2nd, after NY
- Chinese – ranked 3rd, after CA and NY
- Persian – ranked 3rd, after CA and VA
- Gujarathi – ranked 4th, after NJ, CA and IL
- Hindi – ranked 4th, after CA, NY and NJ
- Japanese – ranked 5th, after CA, HI, NY and WA
- Arabic – ranked 6th, after CA, MI, NY, NJ and IL
- Korean – ranked 6th, after CA, NY, NJ, IL and VA
- Russian – ranked 14th, after NY, CA, NJ, WA, PA, MA, IL, FL, MD, OR, GA, CO and OH
- The majority of the critical language speakers identify themselves as fluent English speakers and between the ages of 18-64. The number of fluent English speakers dramatically increases among the ages 5-17.
- Source: 2005 American Community Survey, http://www.mla.org/map_data

Number and percentage of speakers per language in Texas

13,230,765	68%	English
6,010,753	32%	All languages other than English combined
5,195,182	26%	Spanish or Spanish Creole
122,517	0.64%	Vietnamese
91,500	0.48%	Chinese
82,117	0.43%	German
62,274	0.32%	French (incl. Patois, Cajun)
39,988	0.21%	Tagalog
38,451	0.20%	Korean
36,087	0.19%	African languages
32,978	0.17%	Urdu
32,909	0.17%	Arabic
20,919	0.11%	Hindi
19,140	0.10%	Gujarathi
17,558	0.09%	Persian
14,701	0.08%	Japanese
11,574	0.06%	Russian
11,158	0.06%	Italian
10,378	0.05%	Laotian
9,716	0.05%	Portuguese or Portuguese Creole
9,652	0.05%	Polish
7,870	0.04%	Mon-Khmer, Cambodian
7,282	0.04%	Thai
6,731	0.03%	Serbo-Croatian
6,583	0.03%	Scandinavian languages
6,571	0.03%	Greek
4,622	0.02%	Hebrew
3,603	0.02%	Other Native North American languages
3,504	0.02%	French Creole
2,140	0.01%	Hungarian
1,172	0.01%	Armenian
905	<.01%	Yiddish
595	<.01%	Navajo

180 <.01% Miao, Hmong

Source: The Modern Language Association Language Map, 2000 United States Census Map,
http://www.mla.org/map_single

Dual Language Education

There are four main types of dual language (literacy and content) programs, which mainly differ in the population:

Developmental, or maintenance, bilingual programs. These enroll primarily students who are native speakers of the partner language.

Two-way (bilingual) immersion programs. These enroll a balance of native English speakers and native speakers of the partner language. (See directory in appendix)

Foreign language immersion, language immersion or one-way immersion. These enroll primarily native English speakers. This is a method of teaching a second language. (See directory in appendix)

Heritage language programs. These mainly enroll students who are dominant in English but whose parents, grandparents, or other ancestors spoke the partner language.

Dual language programs are different from transitional bilingual programs, where the aim is to transition students out of their native language.

Best Practices

The UTeach Program at The University of Texas at Austin advocates using the targeted language to teach content/subject(eg. History or Literature) as being more effective than traditional language instruction on grammar.

Northside Independent School District, San Antonio

- Students and families make a minimum 6-year commitment to the Dual Language Immersion Program
- Optimum classroom is 50% English speakers and 50% Spanish speakers
- Students receive instruction 90% in Spanish and 10% in English in Kindergarten and 1st grade, the Spanish instruction then decreases by 10% for each increasing grade
- Instructional delivery is monolingual at all times and teachers do not use translation for comprehension
- Teachers have high levels of proficiency in the target language
- Parents volunteer in activities to promote the program and work with their children at home

- Parents encourage the child's second language learning efforts and provide reading materials in 2 languages at home as well as attend dual language functions
- The results were impressive. English-speaking students were placed at Level III AP in middle school, 90% of Spanish-speaking students achieved Advanced or Advanced High on the Reading Proficiency Test in English; 100% of 6th graders passed TAKS and 95% passed the math portion of TAKS

Alicia Chacon International School, El Paso

- 2-way immersion magnet program
- Children study English, Spanish and a 3rd language (Chinese, Japanese, German or Russian)
- Begins in Kindergarten with 80% Spanish, 10% English, 10% 3rd language
- Changes at grades 3, 5 and 7 to end with a 30/60/10 model
- Math and reading scores for students at Chacon were higher than scores for both the district and state as a whole

Texas Dual Language Program Cost Analysis

Report developed for the Texas Education Agency and the Texas Senate Education Committee

Mean Per-Pupil Costs for Start-Up, Annual and Additional Funds Needed by Program Size

Program Size	Start-Up	Annual	Additional
Small Program (n=27)	\$825.00	\$879.00	\$568.00
Med. Program (n=31)	\$399.00	\$406.00	\$209.00
Large Program (n=25)	\$312.00	\$290.00	\$197.00

Note: Small Programs = 0-120 Students;

Medium Programs = 121-240 Students;

Large Programs = 240+

Students; Start-Up = Costs required to initiate program;

Annual = yearly program costs;

Additional = additional funds requested to maintain adequate program.

The above data reveals that

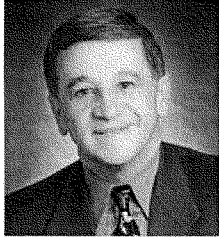
- Smaller programs (0-120 students) were more costly per pupil to operate in all three categories: start-up, annual, and additional funds requested
- Large programs were the most cost effective in all three categories
- Large programs spent approximately 1/3 of the amount per pupil compared to small programs
- Reasons for cost effectiveness of larger programs:
 - due to minimized teacher and student recruitment for the program
 - shared resources, materials and administrative costs
 - reduced staff development and certification costs
 - larger percent of bilingual students in the district with associated Title III allotments
 - a history of bilingual education programs and funding therefore having opportunities to have previously purchased bilingual materials

Source: <http://ldn.tamu.edu/Archives/CBARReport.pdf>

Texas Language Roadmap Advisory Board

Pascal D. Forgione, Jr., Ph.D.

Superintendent of the Austin Independent School District



Advisory Board Chair

Pascal D. Forgione, Jr., Ph.D., has served as Superintendent of the Austin Independent School District since August 1999. Working with the District's Board of Trustees, Dr. Forgione has overseen continuously improving student academic achievement, the return to fiscal stability and a high bond rating for the district, two successful bond elections, and improved community support for Austin public schools. Dr. Forgione has announced his intention to retire as AISD Superintendent in June 2009.

Dr. Forgione has served as a chief education officer at the local, state and national levels. From 1996-99, he was U.S. Commissioner of Education Statistics with the National Center for Education Statistics (NCES) in the U.S. Department of Education. From 1991-96, he served as State Superintendent for Public Instruction for the State of Delaware.

Dr. Forgione began his career in education as a high school social studies teacher in the Baltimore City Public Schools. He earned a Doctorate in Administration and Policy Analysis from Stanford University in 1977, a Master's Degree in Urban History from Stanford in 1973, a Master's Degree in Educational Administration from Loyola College in 1969, a Bachelor's Degree in Theology from St. Mary's Seminary and University in 1968, and a Bachelor's Degree in Philosophy from St. Mary's Seminary and University in 1966.

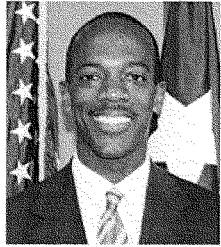
Dr. Forgione serves on the Board of Directors of Austin Partners in Education, the Boys and Girls Clubs of Austin, and the Austin Symphony. He is a member of the Education and Workforce Committee of the Greater Austin Chamber of Commerce, the Education Committee of the Austin Area Research Organization (AARO), and the Board of Visitors of Southwestern University. He is also a member of the Greater Austin Hispanic Chamber of Commerce and the Capital City and African American Chamber of Commerce. He is on the Executive Committee of the Council of Great City Schools.

Dr. Forgione has served on the Board of Directors of the Austin Area Urban League, the National Board for Professional Teaching Standards and the Scholastic National Advisory Council. He also served as a consultant to, or member of, numerous educational organizations and initiatives including the Council of Chief State School Officers; National Center for

Education and the Economy; National Council for Measurement in Education; the College Board; RAND Corporation; U.S. Department of Defense; Council for Basic Education; American Educational Research Association; and the National Governors Association. Dr. Forgione lives in Austin with his wife, Dr. Kaye Forgione, a national education consultant. He has three grown sons.

Aaron Demerson

Executive Director, Office of the Governor of Texas–Economic Development and Tourism



Advisory Board Member

Aaron S. Demerson currently serves as the Executive Director of the Governor's Economic Development and Tourism Division. He has also served as the Director of Texas Business Development and as the Director of Administration when it was the Texas Economic Development agency.

Prior to his re-employment with Economic Development & Tourism he served as the Manager of the state's innovative prepaid tuition program (The Texas Tomorrow Fund) at the State Comptrollers Office. He has served in a number of areas within Economic Development & Tourism including the Small Business Division as a Small Business Consultant, and Manager of Credit Administration (Finance Division). He has also been employed as a Commercial Finance Analyst and Loan Administration Officer with Texas Bank in San Antonio.

Demerson has a BBA in Finance from Texas A&M University-Kingsville (formally A&I), received a general banking diploma from the American Institute of Banking.

Rob Eissler**Texas House of Representatives****Advisory Board Member**

Rob Eissler is the President of Eissler and Associates, an executive recruiting firm based in his hometown of twenty-five years, The Woodlands, Texas. He received a B.A. in Architecture from Princeton University, and then served his country as a carrier-based attack pilot on the USS John F. Kennedy in the United States Navy.

Representative Eissler has spent twenty two years dedicated to the public education system of Texas, 18 of which were on the Conroe Independent School District Board of Trustees, including two terms as President.

In 1999, he was named one of 25 Original Hometown Heroes for The Woodlands by The Woodlands Villager/Courier newspapers and The Woodlands Operating Company, L.P. The Chamber of Commerce named him Citizen of the Year in 1999, where he served as the Chairman of the Board in 1988. Mr. Eissler has also served as the President of the Woodlands Rotary Club and as a board member of the South Montgomery Y.M.C.A. He coached youth sports for twenty years and is well known as one of the voices of High School Football on the local radio broadcast of area games.

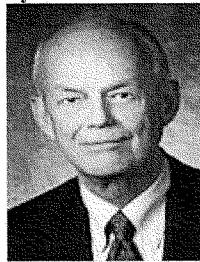
Mr. Eissler was elected to represent District 15 as State Representative in November of 2002. In his third session, he was appointed to serve as Chairman of the Public Education Committee. Representative Eissler has been named Legislator of the Year by the Texas Council of Special Education Administrators, received The Texas Foreign Language Association's Distinguished Public Service Award, The Texas Art Education Association's Governmental Award for Meritorious Service in the Arts, The Texas Music Educators Association Distinguished Service Award and the Champion for Free Enterprise Award by the Texas Association of Business three times and the Vocational Agriculture Teachers Outstanding Legislature Award. In May, 2005 Representative Eissler was named one of the Top Texas Legislators of the 79th Legislative Session by Capitol Inside. He was presented with the Star Award by Texans Standing Tall in recognition of his efforts during the 79th Legislature to reduce and prevent the consequences of

underage alcohol use and binge drinking. He has served on committees for the Southern Regional Education Board comprised of 16 states and was recently appointed by the Governor to their Board. He has received the STAR award from the Texas Classroom Teachers Association twice.

He was recently listed as Honorable Mention in Texas Monthly magazine's Ten Best Legislators issue. Governor Perry appointed Representative Eissler to the Education Commission of the States in October of 2007 where he will represent Texas as one of 7 Commissioners. In February, 2008, he was awarded Legislative Advocate of the Year by the Texas PTA and the 2008 Friend of Texas Children Award from United Ways of Texas.

Rob and his wife Linda have three adult children and are members of The Woodlands United Methodist Church.

Admiral Bobby Ray Inman
The University of Texas at Austin
Lyndon B. Johnson Centennial Chair in National Policy



Advisory Board Member

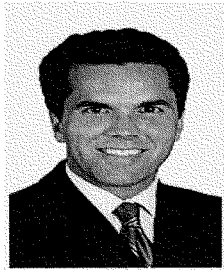
Admiral Bobby R. Inman, USN (Ret.), graduated from the University of Texas at Austin in 1950, and from the National War College in 1972. He became an adjunct professor at the University of Texas at Austin in 1987. He was appointed as a tenured professor holding the Lyndon B. Johnson Centennial Chair in National Policy in August 2001. From January 1 through December 31, 2005, he served as Interim Dean of the LBJ School.

Admiral Inman served in the U.S. Navy from November 1951 to July 1982, when he retired with the permanent rank of Admiral. While on active duty he served as Director of the National Security Agency and Deputy Director of Central Intelligence. After retirement from the Navy, he was Chairman and Chief Executive Officer of the Microelectronics and Computer Technology Corporation (MCC) in Austin, Texas for four years and Chairman, President and Chief Executive Officer of Westmark Systems, Inc., a privately owned electronics industry holding company for three years. Admiral Inman also served as Chairman of the Federal Reserve Bank of Dallas from 1987 through 1990.

Admiral Inman's primary activity since 1990 has been investing in start-up technology companies, where he is Chairman and a Managing Partner of Gefinor Ventures. He is a member of the Board of Directors of Massey Energy Company and several privately held companies. He serves as a Trustee of the American Assembly and the California Institute of Technology. He is a Director of the Public Agenda Foundation and is an elected fellow of the National Academy of Public Administration.

Mark Strama

Texas House of Representatives



Advisory Board Member

Elected to the Texas House of Representatives in 2004, Mark Strama is a native Texan who has divided his career between public service and private business, always fighting to empower voters and make government more responsive to every American.

After graduating from Brown University, he worked on Ann Richards' successful 1990 campaign for governor. He went on to become chief of staff for State Senator Rodney Ellis. During Mark's tenure, Senator Ellis was named one of the ten best legislators in the state by *Texas Monthly*. In 1995, Mark left government to become director of programs at Rock the Vote, where he helped register more than a million new voters.

Mark returned to Austin to found the first company to register voters online. Working to bring the economy, efficiency, and convenience of new technology to the democratic process, Mark's company was acquired by New York-based Election.com in 2000, and helped over 700,000 Americans register to vote in the 2000 election cycle.

Mark has served on the Board of Directors of KidsVoting USA, a national non-profit organization that develops civics education programs for K-12 students. He was a founding

board member of Hope Street Group, a non-partisan organization of young business leaders that seeks to achieve equality of opportunity in a high-growth economy.

Mark is a member of the Greater Pflugerville Chamber of Commerce and the Pflugerville Council of Neighborhood Associations. He is also a founding member of the Pflugerville ISD MEN in Education program, which places male volunteers in schools to serve as mentors and role models.

With a broad range of experience in the business sector, non-profit sector, and in government, Mark is a voice for independence and integrity in the Texas Legislature. He advocates comprehensive reforms to the political system, so that politicians will place the public interest above special interests to improve our schools, health care, transportation systems, and economy.

Mark and his wife, Crystal, are the proud parents of Victoria Rose Strama who was born in January of 2007.

Appendix

Directory of Two-Way Bilingual Immersion Programs in Texas as of August 25, 2008 (K-12)

The programs listed in this Directory meet all three of the following criteria for two-way immersion (TWI) programs:

Integration: Language-minority and language-majority students are integrated for at least 50% of instructional time at all grade levels

Instruction: Content and literacy instruction in English and the partner language is provided to all students, and *all students receive instruction in the partner language at least 50% of the instructional day*

Population: Within the program, there is a balance of language-minority and language-majority students, with each group making up between one-third and two-thirds of the total student population

Canutillo Middle Program Enhancement
Canutillo, TX

Language used: Spanish

Basic model: Middle or High

Bellaire High School Project BLISS
Bellaire, TX

Language used: Spanish

Basic model: Middle or High

Bill Childress Program Enhancement Project
Canutillo, TX

Language used: Spanish

Basic model: Balanced

Canutillo Program Enhancement Project
Canutillo, TX

Language used: Spanish

Basic model: Balanced

Deanna Davenport Program Enhancement Project
Canutillo, TX

Language used: Spanish

Basic model: Balanced

Jose Alderete Middle School: Program Enhancement
Canutillo, TX

Language used: Spanish

Basic model: Middle or High

Jose Damian Program Enhancement Project
Canutillo, TX

**Directory of Foreign Language
Immersion Programs:**

This directory includes elementary, middle, and high schools that teach all or part of their curriculum through a second language. Such programs are referred to as total or partial immersion programs. In general, the programs are designed for students whose native language is English.

Total Immersion – Programs in which all subjects taught in the lower grades (K-2) are taught in the foreign language; instruction in English usually increases in the upper grades (3-6) to 20%-50%, depending on the program.

Partial Immersion – Programs in which up to 50% of subjects are taught in the foreign language; in some programs, the material taught in the foreign language is reinforced in English.

Two-Way Immersion – Programs that give equal emphasis to English and non-English language and in which one to two thirds of the students are native speakers of the non-English language, with the remainder being native speakers of English.

Alamo Heights Junior School

San Antonio, TX

Language used: Spanish

Basic model: Partial

Cambridge Elementary School

San Antonio, TX

Language used: Spanish

Basic model: Total

Dawson Elementary School

Corpus Christi, TX

Language used: Spanish

Basic model: Partial

Dr. Alejo Salinas, Jr. Elementary School

Hidalgo, TX

Language used: Spanish

Basic model: Total

Forth Worth Independent School

Fort Worth, TX

Language used: Spanish

Basic model: Partial

Petite Ecole International

Austin, TX

**DISCLOSURE FORM FOR WITNESSES
CONCERNING FEDERAL CONTRACT AND GRANT INFORMATION**

INSTRUCTION TO WITNESSES: Rule 11, clause 2(g)(4), of the Rules of the U.S. House of Representatives for the 110th Congress requires nongovernmental witnesses appearing before House committees to include in their written statements a curriculum vitae and a disclosure of the amount and source of any federal contracts or grants (including subcontracts and subgrants) received during the current and two previous fiscal years either by the witness or by an entity represented by the witness. This form is intended to assist witnesses appearing before the House Armed Services Committee in complying with the House rule.

Witness name: Terri E. Givens

Capacity in which appearing: (check one)

☐ Individual

☒ Representative

If appearing in a representative capacity, name of the company, association or other entity being represented: University of Texas at Austin

FISCAL YEAR 2007

federal grant(s) / contracts	federal agency	dollar value	subject(s) of contract or grant
Inst. Of Intl Edu.	NSEP	\$65,000.00	TX Lang. Roadmp Follow-up

FISCAL YEAR 2006

federal grant(s) / contracts	federal agency	dollar value	subject(s) of contract or grant

FISCAL YEAR 2005

Federal grant(s)/ contracts	federal agency	dollar value	subject(s) of contract or grant

Federal Contract Information: If you or the entity you represent before the Committee on Armed Services has contracts (including subcontracts) with the federal government, please provide the following information:

Number of contracts (including subcontracts) with the federal government:

Current fiscal year (2007): _____;
 Fiscal year 2006: _____;
 Fiscal year 2005: _____.

Federal agencies with which federal contracts are held:

Current fiscal year (2007): _____;
 Fiscal year 2006: _____;
 Fiscal year 2005: _____.

List of subjects of federal contract(s) (for example, ship construction, aircraft parts manufacturing, software design, force structure consultant, architecture & engineering services, etc.):

Current fiscal year (2007): _____;
 Fiscal year 2006: _____;
 Fiscal year 2005: _____.

Aggregate dollar value of federal contracts held:

Current fiscal year (2007): _____;
 Fiscal year 2006: _____;
 Fiscal year 2005: _____.

Federal Grant Information: If you or the entity you represent before the Committee on Armed Services has grants (including subgrants) with the federal government, please provide the following information:

Number of grants (including subgrants) with the federal government:

Current fiscal year (2007): _____ one _____;
 Fiscal year 2006: _____;
 Fiscal year 2005: _____.

Federal agencies with which federal grants are held:

Current fiscal year (2007): _____ NSEP _____;
 Fiscal year 2006: _____;
 Fiscal year 2005: _____.

List of subjects of federal grants(s) (for example, materials research, sociological study, software design, etc.):

Current fiscal year (2007): _____ Texas Language Roadmap Follow-up _____;
 Fiscal year 2006: _____;
 Fiscal year 2005: _____.

Aggregate dollar value of federal grants held:

Current fiscal year (2007): _____ \$65,000.00 _____;
 Fiscal year 2006: _____;
 Fiscal year 2005: _____.

**The Brigham Young University Chinese Flagship Program and its Role
in the Utah Foreign Language Environment**

Statement

of

Dr. Dana S. Bourgerie

Director

The National Chinese Flagship Center at Brigham Young University

Before the

House Armed Services Committee

Subcommittee on Oversight and Investigations

September 23, 2008

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I. Introduction and Background

Mr. Chairman and members of this distinguished committee, thank you for the opportunity to speak with you about the Brigham Young University's National Chinese Flagship Center and its relationship to the larger NSEP Flagship initiative,

You have requested that I focus on the work done within the Brigham Young University (BYU) Flagship Center and its impact on the State of Utah's language environment.

Every year many thousands of students from countries across the world arrive at US institutions of higher learning. While many come specifically to learn English, many others come as matriculating students in undergraduate programs, graduate programs, and in other programs, eventually attaining degrees along side their American counterparts. In doing so, they attain high levels of English, knowledge of American culture, and its institutions.

By contrast, although Americans have been studying abroad in increasing numbers since the 1960s, few enroll as regular students or attain the kind of language proficiency and cultural knowledge that would allow them to function professionally in the way their foreign counterparts do in the US. Instead, most enroll in "protected" language courses with students from their own institutions or their own country. This deficiency is the norm in languages designated as critical to US interests such as Chinese, Arabic, Russian, Hindi/Urdu, and others that are part of The Language Flagship group. Indeed, Americans obtaining a professional level of language proficiency is rare enough that when it does occur it often warrants special media attention in the overseas locales where the individual is residing. Our Flagship students are routinely written up in Chinese newspapers as outstanding examples of language learners because of their ability to speak Chinese in professional situations.

This media attention is flattering to our students and to our programs and is in fact tangible evidence of the Flagships' success in training students. At the same time it highlights how far we as a nation still need to go in developing the kind of professionals and specialists that are critical to fostering and protecting our national interests. The strategic imbalance inherent in the gap in foreign language abilities of American students compared to the English abilities of those from other countries is remarkable, and is evident in both business and government.

Allow me to share a personal example. Last year I was contacted by a law firm, which was representing a US capitol investment company negotiating a contract with Chinese and Thai partners worth hundreds of millions of dollars. Among the Chinese Thai partners were at least a half dozen individuals who had degrees (many advanced degrees) from the US, who had lived many years in the US, and who were well versed in American cultural practices and negotiating techniques. And, of course, many had excellent English language skills, using interpreters for strategic reasons only. On the American side, there was not a single Chinese speaker or anyone who had accumulated more than a few weeks of experience in China and Thailand. The Americans were even relying on the opposite side's interpreter to help them bridge the language barrier, and until the last stages of the contract, the American side failed to see their situation as

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problematic. Finally, I was asked to come in and help fix an impasse in completing the negotiations.

The Flagship programs are designed to address just these kinds of imbalances and to disseminate and diffuse practices that would allow institutions beyond its direct scope to similarly train American students to operate professionally in their language of interest. Although the Flagship focus is on designated critical languages, it is hoped that its influence will be much wider, affecting the field of language teaching as a whole. After only seven years of operation, there is strong evidence that this change is happening.

The remainder of my remarks will outline what is being done in the BYU Chinese Flagship program that relate to national Flagship efforts and that support language learning initiatives in the State of Utah.

II. What is the Flagship Initiative?

The Language Flagship initiative, which began relatively modestly in 2002 with four participating institutions, seeks to produce global professionals in strategic languages with Superior (ILR 3/3+) language skills through a government-academic partnership. In less than seven years, The Language Flagship has now grown to include twelve domestic Flagship centers, seven overseas Flagship centers, six Flagship partner programs, and three K-12 Flagship programs, which as a group are teaching African languages, Arabic, Chinese, Hindi/Urdu, Korean, Persian, Russian, and Central Asian Turkic languages. Most Flagship programs focus on instruction in the upper range of the ACTFL and ILR proficiency scales and aim to create global professionals for government, business, industry, and education.

Although each Flagship program has its local context and language-specific challenges, all are tied together by a common set of principles and features. Each program is a part of a larger collaborative system, which is committed to:

- Providing students with the linguistic and cultural skills necessary to become global professionals.
- Using an assessment system that includes standardized tests and portfolios.

At the heart of the Flagship movement is recognition that high linguistic proficiency alone is insufficient to meet the growing demands placed on professionals working in increasingly sophisticated international markets and government roles. Along with the linguistic proficiency goal of ACTFL Superior (ILR 3/3+), students must develop cultural knowledge and specific domain knowledge to become true global professionals. Most Flagship programs make use of domain language training, advanced cultural training, direct enrollment in target-country universities, and internships to help students achieve these complementary goals.

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In a broader sense, The Language Flagship seeks to change the way languages are taught in the U.S. by infusing universities with the kind of model of advanced learning, which can be used to build capacity in critical languages and, eventually, in all languages. Each Flagship follows this general model to pursue a shared mission of creating global professionals, but each does so by leveraging local resources and collaborating with local partners.

The Chinese Flagship Group

There are currently seven Chinese Flagship programs located in the U.S., and each has a somewhat different designation and charge:

- Brigham Young University Chinese Flagship Center (undergraduate post-baccalaureate corticated)
- The University of Mississippi Chinese Flagship Center (undergraduate)
- The Ohio State University Chinese Flagship Center (K-16)
- The University of Oregon Chinese Flagship Center (K-16)
- Arizona State University Chinese Partner Program
- Indiana University Chinese Partner Program (2008)
- University of Rhode Island Chinese Partner Program (2008)

These seven domestic programs are supported by two overseas Chinese Flagship Centers:

- Nanjing University Chinese Flagship Center (BYU administered)
- Qingdao Chinese Flagship Center (OSU administered)

Two overseas centers serve the needs of all domestic Chinese programs:

The domestic curricula of Flagship programs vary, though most operate as undergraduate programs. Among the Chinese programs, The Ohio State University Flagship program is the only one to offer both an undergraduate option and a master's degree. Brigham Young University's Flagship is an undergraduate program, but offers a certificate for a limited number of post-baccalaureate students. Whereas Brigham Young University typically accepts students in the junior or senior year, the University of Oregon operates as a four-year program. Two of the Chinese centers (Ohio State University and the University of Oregon) are designated as K-16 centers charged with developing articulated K-16 models leading to superior proficiency.

All of the domestic Chinese Flagship programs culminate with an overseas capstone experience, which includes direct enrollment at Nanjing University and internships managed by the Qingdao center. The overseas capstone experience in China requires students to operate in Chinese academic and workplace cultures – thus simulating their future roles as professionals working in Chinese-speaking contexts. Unlike traditional study abroad programs where students primarily enroll in protected courses designed for foreigners, the Nanjing Center facilitates enrollment in regular courses at Chinese universities that match the students' domain interests or college majors. They are also

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required to complete internships and/or community service experiences in China to provide experiential learning opportunities.

III. The Brigham Young University Flagship Model

Purpose and Goals of the BYU Program

In line with the general goals of the Flagship program, the BYU program has as a core focus the training of students to operate professionally in the Chinese language, domestically and internationally. Our mission statement captures that aim.

The Chinese Flagship Program seeks to prepare students for careers related to China. The Program's aim is to provide participants with the linguistic, cultural, and professional skills necessary to realize their professional goals within a Chinese environment.

All of what we do is with this mission in mind and each phase of the program is designed to take the student to that stated level. Attaining this single goal requires a multifaceted curriculum, which addresses several integrated supporting objectives:

- Raise general proficiency scores from ACTFL Advanced Plus (ILR 2/2+) to Superior (ILR 3/3+)
- Increase capabilities in specialized professional communication tasks.
- Provide general and domain-related cultural training.
- Add value to existing university preparation and previous language experience.

Institutional Context of the BYU Chinese Flagship Center

In its seventh year of operation, the Brigham Young University Flagship Center is a collaborative activity, which is integrated into the Department of Asian and Near Eastern Languages, and which receives additional administrative support from the university's Center for Language Studies. Both the language department and the Center are units of the College of Humanities. The Department of Asian and Near Eastern Languages' Chinese program is among the largest in the U.S. with annual enrollments of around 1,600, and the program continues to grow. The department has seven full-time Chinese language faculty; three long-term, part-time instructors; and numerous student instructors. The Flagship Center benefits from support from other key campus units, including the Kennedy Center for International Studies, the International Students Programs Office, the Global Management Center at the Marriott School of Business, and the Department of Education supported National Middle Eastern Resource Center.

Although the general public does not always associate Utah with international activities or with ethnic diversity, the area has a significant minority population – especially in the large population centers along the “Wasatch Front” where BYU is located.¹ The Salt

¹ The 2006 census (<http://quickfacts.census.gov/qfd/states/41000.html>) places Salt Lake City's Hispanic population at 18.8%, more than the national average of 14.8%. In addition, the Pacific Islander population is just under 2%, African American 1.9%, and Native American 1.3%.

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Lake City area is also home to one of ten national refugee relocation centers in the United States. Utah's Asian population is around 2% (compared to 4% nationally). Despite the relatively low minority population in much of the state, Utah is rich with international experience. Over 60% of Utahans affiliate with the Church of Jesus Christ of Latter Day Saints (also referred to as the Mormon Church or the LDS church), whose worldwide headquarters are located in Salt Lake City. The widespread tradition among young LDS church members to serve throughout the world as volunteer missionaries has contributed to a high level of international interest in the state. BYU and other higher education institutions enroll large numbers of former missionaries with overseas residence and language experience. As a result, BYU has among the highest number of second language speakers in the nation, with more than 77% of the student body (85% of the seniors) reporting that they speak a second language.² Moreover, this tradition of language learning extends beyond the LDS population, and interest in language learning is strong across the state.

Recruitment and Admissions

The BYU Chinese program is among the largest in the country, and likely enrolls more non-heritage Chinese learners than any other university. The BYU Chinese Flagship Program draws heavily from its regular Chinese program, but also recruits nationally. Each year, about a fourth of the entering Flagship students come from outside the university.

Because of the strength of BYU's lower-division Chinese program, the Flagship program is able to rely on those courses to teach foundation language skills and then admit students no earlier than their junior year. While the percentage of heritage students enrolled is smaller than at many of the urban centers in the US, the number is still significant at an estimated 15%. Among the forty-two students who have participated in the program, seven have been heritage learners and about half have been former missionaries from Chinese-speaking areas. The remainder of the students has been traditional learners, who began studying in regular courses. Most have had substantial experience with another foreign language and participated in traditional study abroad programs at least once. We have also had student returnees from other service programs such as the Peace Corps.

Importantly, BYU does not limit recruitment to Chinese majors, but looks for students with clear professional goals in any field. Many recruits are "double majors" who are meeting the requirements for a major in Chinese and another professional field. The most common fields have been accounting, business, economics, engineering, and international relations. Other less commonly chosen fields have included journalism, microbiology, pre-med, and visual arts.

BYU has reached out to other higher education institutions through contacts with their language departments and their advisement centers. The University of Utah and Utah State University represent particularly good recruiting sources for the BYU program since both have similar student demographics. Nationally, BYU has used Chinese

² Brigham Young University's Center for Language Studies

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language associations' networks to advertise its program. Applicants from the national pool are typically students seeking certificates as special status, post-baccalaureate students. Besides BYU, we have had successful applicants from The University of Texas, Duke, Notre Dame, U.C. Irvine, Arkansas, the University of New Hampshire, The University of Georgia, the University of Maryland, the University of Florida, University of Colorado, Penn State University, the University of Hawaii, among others.

The Structure and Pedagogical Approach of the BYU Advanced Program:

Although BYU recruits students in their freshman year and, increasingly, in the K-12 sector, the BYU program does not formally admit students until at least the junior year of college. The BYU lower-division language courses have the goal of building the students' general language skills, and the Flagship program can then select from that strong pool of applicants when admitting students into the advanced program. After admission to the Flagship program, the pedagogical focus shifts to domain specific and content-based work.

The Flagship program does not have a one-size fits all program. Rather there are multiple tracks available, which provide the flexibility necessary to meet the needs of learners with different experience and competency profiles. The flexibility provided by the different program tracks is complemented by a closely articulated course sequence within each track. Tables 2 and 3 show the various tracks (and the content of those tracks) available to participants of the BYU Flagship program.

Table 2: BYU Chinese Flagship Track Options

Track	Duration	Description
Junior Track	3 Years	For Intermediate/Intermediate-High students who still need to complete substantial major work and upper-level general Chinese training (e.g., media Chinese, literary Chinese, and literature survey). Restricted to matriculating BYU students.
Senior Track	2 Years	For students who have largely completed their majors and who can devote most of their time to Flagship-specific study.
Fast Track	1 Year	For candidates entering at a minimum of ACTFL Advanced (ILR 2+/3) and have already completed upper-level cultural and linguistic training. Ideal for at-large candidates who have done other substantial study outside of BYU.

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Table 3: Content Overview of the Instructional Tracks within the BYU Flagship Program

Academic Year		Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
JUNIOR TRACK	Y1	Advanced Chinese Major course work Specialty advisement				Advanced Chinese Major course work Specialty advisement				Optional Flagship Major courses			
	Y2	Domain and content training				Domain and content training							
	Y3 Overseas	Direct enrollment in Nanjing				Internship in China							
SENIOR TRACK/ Special status post-BA	Y1	Domain and content training				Domain and content training Culture course				Domain and content training			
	Y2 Overseas	Direct enrollment in Nanjing				Internship in China							
FAST TRACK (1 Year)		Domain and content training				Direct enrollment in Nanjing Culture course				Internship in China			

The BYU program is not only designed for flexibility in terms of entry point but also for accommodating the great variability in student background that is typically found in high-level language training. BYU Flagship's curriculum is among the most individualized of all the Flagship programs in that the core of the special-purpose coursework is organized around a set of one-on-one tutorials and small group work.

Another advantage of the individualized instruction in the BYU Chinese Flagship program is that it accommodates a large number of domain interests. Because it cannot be expected that the language instructors will also be specialists in every one of the students' domain areas, BYU handles this challenge by using an array of native-speaking Chinese graduate student tutors who are trained to help students learn about the specialty language and practice of their common field of interest. The BYU Flagship also makes use of target language content recitation sections attached to regular courses taught in English. For example, we have convened a twice weekly, small group course attached to an existing China Political Science course, but which is conducted in Chinese. This strategy is similar to the Languages Across the Curriculum approach used at some institutions in the US. To date, the technical domains that the students have woven into their Chinese instruction include:

- Accounting
- Business
- Chemistry
- Development
- Economics
- Engineering
- Environmental issues
- International Studies
- Journalism
- Law

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- Marketing
- Political Science
- Public Health
- Public Relations

IV. K-12 Partnerships and Program Articulation in Utah

As is the case throughout the U.S., Chinese enrollments have burgeoned in Utah in the last five years. Although still a small percentage of total foreign language enrollments, the number of students studying Chinese in Utah has grown substantially from 183 in 2003 to 1215 in 2007 (see table 1 below), with a projected enrollment between 3000-3500 in 2008.

Table 1: *Chinese Enrollments from 2003 through 2007 (Secondary Student Only Grades 7-12)³*

Language	Year									
	2003		2004		2005		2006		2007	
	Count	Pct	Count	Pct	Count	Pct	Count	Pct	Count	Pct
Chinese	183	0.25%	159	0.24%	263	0.39%	435	0.61%	1215	1.54%
Total	73983	100%	65409	100%	68258	100%	71602	100%	78878	100%

Source: Utah Department of Education, World Language Office

In 2003, fewer than six high school Chinese programs in Utah existed. In 2008, there will be seventy-four secondary school programs. Moreover, there will be ten Chinese dual language immersion programs beginning in Utah for the 2009-10 school year in six different school districts (Alpine, Davis, Granite, Jordan, Provo, and Weber). Two more school districts (Park City and Salt Lake City) will join the immersion group in 2010-11. Two state bills, which passed with bipartisan support, have funded nearly all of this recent growth:

- SB 80 (2007) Critical Language Program: \$330,000 per year for six years for critical language programs in secondary schools.
- SB 41 (2008) Critical Language Program: \$480,000 per year for six years for critical language programs in secondary schools and \$280,000 for critical dual language programs in elementary schools (Chinese, French, Spanish) per year for six years.

³ These numbers are based on October 1 course enrollment data for each academic year.

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These state-based incentives have allowed the BYU Flagship to focus on curriculum development, assessment support, and teacher training and to use recently allocated K-12 linkage funds to respond to specific requests from the World Languages Unit at the Utah Department of Education and from individual districts.

Two BYU Flagship Center sponsored efforts include the Chinese EDNET distance program for high schools and a STARTALK Program (<http://startalk.umd.edu>), which includes both a K-12 intensive Chinese language camp and an associated teacher training workshop.

Now in its second year, EDNET (<http://ednet.byu.edu>) is serving thirty-four sections of level 1 and level 2 Chinese in 28 high schools. The main component of the blended-learning course originates from the BYU campus and from the Granite School District in the Salt Valley and is transmitted through a video linkup provided by the Utah Education Network (UEN). An experienced master teacher leads these live and interactive broadcasts, which are recorded for occasional delayed broadcast and possible development as part of independent distance education curriculum. Each classroom has a Chinese-speaking facilitator on-site to support the live lesson and to carry out specifically designed activities. Currently the Chinese EDNET program serves approximately 500 students throughout Utah, both in rural and urban districts. This program allows students to study levels one and two of high school Chinese in districts that currently do not have options for traditional classroom programs. Additionally, the program provides a training ground for future teachers as the classroom facilitators gain experience and exposure to teaching methodology. Several of these facilitators are now working toward alternative licensure and will be able to serve as full-fledged teachers in the future.

For the last two years the BYU Flagship Center has sponsored DoD funded STARTALK programs. STARTALK plays two distinct roles in the BYU Flagship K-12 strategy. STARTALK exposes more students to Chinese earlier and helps bolster high school enrollments through its articulated curriculum. In addition, the program serves as an important recruitment tool for the Flagship program as STARTALK students connect with advanced students who serve as counselors.

In its inaugural 2007 program, the BYU STARTALK program enrolled 18 high school students in Chinese classes and 15 teacher trainees in the teacher development track. The 2008 workshop expanded significantly to serve nearly 60 high school students. Moreover the teacher training component served eighteen secondary teachers and perspective teachers, along with fifteen teachers from China's Hanban (National Office For Teaching Chinese as a Foreign Language). This ongoing professional development workshop series helps address the critical need for qualified teachers by providing a methods course toward alternative certification. Partly as a result of the teacher workshop, the Brigham Young University Chinese Flagship program will now sponsor a Utah Chinese language teachers association, which will be formally organized in October 2008.

In addition to EDNET and STARTALK, the BYU Flagship is working with the university's independent study unit to develop a model course for Chinese. Each of these

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three efforts are articulated and coordinated in terms of curriculum and credit with regular Chinese programs in Utah, allowing students to move smoothly from one program to another. Thus, the relationship between the state and the BYU Flagship represents a true partnership, and each works in a complementary fashion toward achieving larger state goals.

Technology and Learning Tools

The Flagship Center takes advantage of resources at its Humanities Technology and Research Support Center (HTRSC), whose resources are among the best in the country. HTRSC provides international satellite links, software development support, testing services, and state-of-the-art lab equipment. Within this support structure, the Flagship Center makes wide use of both commercially developed and locally-developed software programs for learning and teaching Chinese. However, because of the individualized nature of advanced language learning, the Center still develops much of the software needs for learning and testing. We also have compiled on-line corpora for the specialty domain topics chosen by our students. Traditional media (newspapers and broadcast news) are also a large part of our curriculum, though now typically delivered online and via streaming video. Each student is supplied with key on-line learning tools, such as *Keytip*, *Wenlin*, and *Ziba*. Recently, we have piloted use of “Skype pals,” whereby program students are linked to students of similar majors in China via Skype voice/video protocol. Skype has become ubiquitous in China and is often included on business cards. In addition, the Center has compiled a video archive that includes commercial broadcasts and video samples done by our own technical staff to specifically address the needs of individualized instruction. For example, we have a set of professional “backgrounders”, wherein Chinese professionals are interviewed about their work and show their work places. These “backgrounders” (which have been created in law, medicine, engineering, journalism, teaching, insurance, government, etc.) expose students to specific linguistic terms associated with their specialties and give cultural insights related to the professional practices of key fields.

Different Paths to China

All Chinese Flagship programs design their programs with the two components of the overseas capstone experience in mind: Direct enrollment at the BYU-managed Flagship Center at Nanjing University and internship placement through the Qingdao Flagship Center. The domestic domain and cultural training prepares students for direct enrollment in their major courses at Nanjing University and then to complete an internship with a company or institution in China. The direct enrollment phase allows students to study alongside native classmates, which is common in the U.S. but rare for American students in China. Students have a chance to live with a native-speaking roommate with a similar academic background. Thus, students gain experience by studying in a Chinese context and by establishing collegial relationships with future Chinese professionals. The Nanjing Flagship Center also provides support provides courses on in Chinese news media and in advanced writing, two areas we have found critical to the success of our students in the capstone experience. Although these courses are dedicated to Flagship

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Students, they are taught by regular Nanjing University Flagship faculty from the Journalism Department and the Chinese Department respectively.

Students typically complete internships after the direct enrollment phase. The Ohio State University-managed Qingdao Flagship Center places Flagship students in internships. When possible, the interns are placed in Chinese institutions to allow for maximum exposure to Chinese professional practices. Successful navigation of this overseas capstone experience is the ultimate goal of the Flagship Program. All curriculum and activities leading up to the overseas phase of the program are designed to help meet the challenge of being able to serve as a professionals in within a Chinese speaking cultural environment.

Assessment and Evaluation

The National Security Education Program, which funds The Language Flagship, has insisted on accountability, and the BYU Chinese Flagship program uses a number of assessment and evaluation tools to demonstrate it is meeting its goals. ACTFL-OPI, the Chinese government HSK, and two computer adaptive tests for listening and reading⁴ form the core of the standardized measures for the BYU program. BYU also has made limited use of the Standards-based Measurement of Proficiency (STAMP) developed by the Center for Applied Second Language Studies (CASLS), the parent unit of the University of Oregon Flagship program. When available, the Flagship Program has used the Defense Language Proficiency Test (DLPT), one of the Interagency Language Round Table (ILR) group of tests.

In addition to the various standardized measures, the Flagship program collects qualitative data through program surveys, learning journals, and internship providers' surveys. To better serve the Flagship community and the language field as a whole, the Flagship Center uses the qualitative data and proficiency tests scores for research and formative evaluation.

In addition, because there is much that can not be captured in a standardized test, BYU makes use of language portfolios to display the outcomes of the students' efforts, including student presentations, writing samples, resumes, and linguistic history.

Collaboration and Cooperation with Other Chinese Flagship Programs

Although Flagship models vary, each program works toward producing professionals who have the linguistic and cultural ability to conduct business in Chinese. A key attribute of the Flagship movement is that each program is part of a larger network that draws upon expertise of its language group and of other Flagship language programs. For example, overseas centers serve all programs, and designated K-16 centers such as Ohio State University and the University of Oregon have developed curricula and expertise for Chinese K-12 programs, which can be shared with other emerging programs in Utah and elsewhere. Moreover, programs share assessment tools and portfolio systems.

⁴ Computer-Adaptive Test for Reading Chinese (CATRC), Chinese Computerized Adaptive Listening Comprehension Test (CCALT), and *Hanyu Shuiping Kaoshi* (HSK)

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Outcomes for Recent Program Graduates

Since the first group of participants entered the BYU Chinese Flagship program, standardized scores have steadily risen to where the majority of students meet the ACTFL Superior level and HSK, which is the China national proficiency, test, similar to TOEFL in English.

Table 4: *Standardized Testing Results for BYU Flagship Cohorts 1-4*

Cohort	HSK	ACTFL-OPI	ILR
1	Level 9: 1 Level 8: 3 Level 7: 1 Level 6: 1	Superior: 5 Advanced: 1	Level 3: 3 Level 2+:2 Level 2:1
2	Level 8: 2 Level 7: 5 Level 6: 3	Superior: 3 Advanced: 8	Level 3+:2 Level 3: 3 Level 2+:3
3	Level 8: 2 Level 7: 3 Level 6: 1	Superior: 6 Advanced: 2	Level 3+: 3 Level 3: 3 Level 2+: 2
4	Level 10:1 Level 9: 2 Level 8: 6 Level 7: 4	Superior: 7 Advanced: 5	Level 3+: 3 Level 3: 6 Level 2+: 2

To put these scores in to context, the minimum score for entrance into Chinese University as an undergraduate is level 3-4 for the Sciences and level 5-6 for Arts and Sciences. Graduate programs require a minimum 6 in any field. Thus, all Flagship students so far have met direct enrollment entry standards for universities in China.

Beyond standardized tests, the BYU Flagship Center collects a portfolio of outcome data (video taped presentations, writing samples, etc) and personal background information (Chinese/English resumes, employment statements, etc.).

Some BYU Flagship Program Alumni Placements

The BYU Center has now graduated 4 cohorts and many are now in the workforce and in professional schools. Below are some of contexts in which graduates are now working or studying.

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- | | |
|----------------------|-------------------|
| •Law School | •Journalism |
| •China Businesses | •Medical School |
| •State Department | •Accounting Firms |
| •Commerce | •Technology Firms |
| •Other US Government | |

V. The BYU Flagship Center's Influence on the Language Field and Local Language Environment

The Utah Governor's Language Summit. In addition to the recent, specific collaborations with the State of Utah Department of Education (STARTALK and EDNET), the BYU Chinese Flagship Center has been able to positively affect the language learning environment generally in Utah. The Flagship Center was co-organizer of a Utah Governor's language summit on September 16, 2008. The State took full charge of the summit, collaborating with NSEP, and drawing on their expertise from previous language summits. Moreover, Governor John Huntsman gave his direct support to the effort. As in previous language summits in Ohio, Texas, and Oregon, the gathering brought together representatives from business, education, industry, and government to begin a dialogue toward a language road map for the State of Utah. Speakers and participants included Governor John Huntsman, Dr. David Chu, and State Senator Howard Stevensen (Co-chair, Utah public education appropriations committee and main sponsor of the recent foreign language bills). Other key participants included the head of the Governor's economic development office and the head of the Utah World Trade Center.

Major support came from a number of sponsors including American Express (\$5000), the Governor's Committee on Economic Development (\$2500), the BYU Marriott School Global Management Center/CIBER (\$2500), the Utah State Office of Education (\$10,000), as well as the Language Flagship and the BYU Chinese Flagship Center. In addition to direct funding support, many hours were donated by top-level business leaders from the World Trade Center Utah, the Salt Lake City Chamber of Commerce, and the Utah County Chamber of Commerce.

The summit was the first step toward developing a language policy for Utah and brought together previously independent parties together in a productive dialogue on the current language capacity and needs in the state. Smaller working committees are currently being formed to draft a formal statement on language policy based on the outcome of the language summit and follow-up research. These results will be brought forward as recommendations to the Utah International Education (IE) Summit in January 2009. The IE Summit will then integrate the resulting road map into the broader Utah international education plan.

Beyond the state summit, the Chinese Flagship Center has reached out to other universities in the state and begun to form partnerships with institutions, especially the

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University of Utah through its College of Humanities and Confucius Institute. Regionally, we have begun discussions with colleagues in Arizona and Wyoming to explore ways to diffuse successful models that we have developed for professional language training as well. Key educational leaders from Wyoming and Arizona attended the Utah language summit to gain insights for possible future language summits in their own states. Leaders from ACTFL, Asia Society, NCSSFL and K-12 education were also represented at the language summit as national contributors to the dialogue.

**DISCLOSURE FORM FOR WITNESSES
CONCERNING FEDERAL CONTRACT AND GRANT INFORMATION**

INSTRUCTION TO WITNESSES: Rule 11, clause 2(g)(4), of the Rules of the U.S. House of Representatives for the 110th Congress requires nongovernmental witnesses appearing before House committees to include in their written statements a curriculum vitae and a disclosure of the amount and source of any federal contracts or grants (including subcontracts and subgrants) received during the current and two previous fiscal years either by the witness or by an entity represented by the witness. This form is intended to assist witnesses appearing before the House Armed Services Committee in complying with the House rule.

Witness name: Dana Scott Bourgerie

Capacity in which appearing: (check one)

☐ Individual

☒ Representative

If appearing in a representative capacity, name of the company, association or other entity being represented: The Chinese Flagship

FISCAL YEAR 2007-08

federal grant(s) / contracts	federal agency	dollar value	subject(s) of contract or grant
Chinese Flagship (Domestic)	NSEP	\$948,479	Operation of BYU's domestic Flagship Center
Chinese Flagship (Overseas)	NSEP	\$100,175	Operation of the Nanjing Chinese Flagship Center
Overseas Language Assessment	US Department of Education/IRS	\$48,511	(subgrant) Co-PI with Dan Dewy (University of Pittsburgh, Brigham Young University)
STARTALK	Department of Defense	\$62,779	Summer Chinese program for high school students and for teacher training

FISCAL YEAR 2006-07

federal grant(s) / contracts	federal agency	dollar value	subject(s) of contract or grant
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Chinese Flagship (Domestic)	NSEP	\$552,612	Operation of BYU's domestic Flagship Center
Chinese Flagship (Overseas)	NSEP	\$120,652	Operation of the Nanjing Chinese Flagship Center
Overseas Language Assessment	US Department of Education/IRS	\$45,543	Co-PI with Dan Dewy (University of Pittsburgh. Brigham Young University)
STARTALK	Department of Defense	\$119,295	Summer Chinese program for high school students and for teacher training

FISCAL YEAR 2005-06

Federal grant(s) / contracts	federal agency	dollar value	subject(s) of contract or grant
Chinese Flagship (Domestic)	NSEP	\$500,104	Operation of BYU's domestic Flagship Center

Federal Contract Information: If you or the entity you represent before the Committee on Armed Services has contracts (including subcontracts) with the federal government, please provide the following information:

Number of contracts (including subcontracts) with the federal government:

Current fiscal year (2007): 1 ;
 Fiscal year 2006: _____ ;
 Fiscal year 2005: _____ .

Federal agencies with which federal contracts are held:

Current fiscal year (2007): CASL/DoD ;
 Fiscal year 2006: _____ ;
 Fiscal year 2005: _____ .

List of subjects of federal contract(s) (for example, ship construction, aircraft parts manufacturing, software design, force structure consultant, architecture & engineering services, etc.):

Current fiscal year (2007): Consultant on Tone Research ;
 Fiscal year 2006: _____ ;

Fiscal year 2005: _____.

Aggregate dollar value of federal contracts held:

Current fiscal year (2007): \$3441.31 _____;

Fiscal year 2006: _____;

Fiscal year 2005: _____.

Federal Grant Information: If you or the entity you represent before the Committee on Armed Services has grants (including subgrants) with the federal government, please provide the following information:

Number of grants (including subgrants) with the federal government:

Current fiscal year (2007-08): 4 ;
 Fiscal year 2006-07: 3 ;
 Fiscal year 2005-06: 1 .

Federal agencies with which federal grants are held:

Current fiscal year (2007-08): DoD/NSEP, Department of Education ;
 Fiscal year 2006-07: DoD/NSEP, Department of Education ;
 Fiscal year 2005-06: DoD/NSEP .

List of subjects of federal grants(s) (for example, materials research, sociological study, software design, etc.):

Current fiscal year (2007-08): Advanced language acquisition, language assessment, Teacher training and Chinese language programs ;
 Fiscal year 2006-07: Advanced language acquisition, language assessment, Teacher training and Chinese language programs ;
 Fiscal year 2005-06: Advanced language acquisition .

Aggregate dollar value of federal grants held:

Current fiscal year (2007-08): \$1,159,944 ;
 Fiscal year 2006-07: \$837,993 ;
 Fiscal year 2005-06: \$500,104 .

QUESTIONS SUBMITTED BY MEMBERS POST HEARING

SEPTEMBER 23, 2008

QUESTIONS SUBMITTED BY DR. SNYDER

Dr. SNYDER. The sponsors for the state summits included the Departments of Defense, Labor, and Commerce. Why weren't the Departments of State and Education included?

Dr. SLATER. The State summits were designed to focus primarily on the economic and workforce needs for languages as distinct from needs based on national security and foreign affairs. Consequently, the Department of Defense reached out to the Departments of Commerce and Labor to cosponsor the summits. The Departments of Education and State were invited to send representatives to the summits and the Department of Education sent a senior representative to one of the summits. Because the State summits emphasized the articulation of needs at the local and State level, we were also careful to limit the involvement of Federal representatives in these efforts.

Dr. SNYDER. Is the Office of Personnel Management involved at all with the NSLI, Flagships, or the NLSC? Does the National Security Professionals Initiative include requirements or encouragements for language and culture?

Dr. SLATER. OPM has not had any direct involvement with the Flagships. However, efforts to establish procedures for hiring and activating members of the NLSC have been closely coordinated among OPM, the Defense Human Resource Activity, within the Office of the Under Secretary of Defense for Personnel and Readiness, and the Department's Civilian Personnel Management Service.

Dr. SNYDER. What can DOD and Congress do to facilitate the clearance process for NSEP graduates?

Dr. SLATER. The Department has made significant progress in developing approaches to facilitating the clearance process for NSEP graduates. During 2008, DoD approved an approach that would allow NSEP award recipients to be processed for security clearances on a case-by-case basis, as soon as they have accepted their award instead of upon offer of a position. NSEP is working closely with key DoD organizations to develop a process that will implement this approach. It should provide opportunities for as many as 100 NSEP award recipients to gain security clearances each year well ahead of their job searches.

The security clearance process does, however, remain daunting, particularly for NSEP award recipients who study in certain areas of the world. We need to continually strive for ways to ensure that appropriate security clearance processes are carried out while, at the same time, avoiding the loss of highly-talented individuals like those who are funded by NSEP.

Dr. SNYDER. Recognizing that the DOD schools are generally ahead of their civilian counterparts in foreign language and cultural awareness instruction, what new programs are being considered for CONUS and OCONUS DOD schools on language and culture (K-12 articulation)? Is this a legitimate area for NSEP involvement?

Dr. SLATER. NSEP has held discussions with representatives of the Department of Defense Education Activity (DoDEA) on how United States based DoDEA schools can benefit from the Flagship K-12 pilot initiatives. For 2009, the Language Flagship is undertaking a review of all K-12 immersion programs. We intend to examine domestic and overseas DoDEA schools in this effort as well.

DoDEA is actively pursuing efforts to support foreign language and cultural education. DoDEA's foreign language program offers instruction in Arabic, Chinese, French, Korean, German, Italian, Japanese, Spanish, and Turkish in its secondary schools. Some less commonly taught language courses are demographically localized to regions of the world where the language is spoken. Elementary programs include "Foreign Language in Elementary School" in Spanish for K-3 in 62 schools and 11 partial immersion programs in varying languages to include German, Italian, Korean, Japanese, and Spanish. DoDEA's students study the history, culture, customs, traditions, and language of the host nation in which they live.

Dr. SNYDER. What is the percentage of NSEP graduates who have entered federal service (1200 of how many)? Does NSEP recruit or accept ROTC students? The Flagships?

Dr. SLATER. NSEP's data on completion of the service requirement is based on submission of an annual "Service Agreement Report" submitted by each award re-

recipient. To date, approximately 2,550 NSEP award recipients have incurred a service requirement since 1996 (recipients in 1994 and 1995 did not incur a service requirement). Of these 2,550, approximately 300 are furthering their education and have been granted extensions. An additional 91 have either been granted a waiver, opted to repay the scholarship/fellowship, or have been forwarded to the United States Treasurer for collection. Of the remaining 2,150, many are still enrolled in degree programs and are not actually candidates to fulfill the requirement.

Our current records indicate that approximately 1,350 award recipients have completed or are currently fulfilling their service requirements. Seventy-four percent (998) of these 1,350 are fulfilling the requirement in the Federal Government with the remainder in higher education (note that from 1996-2004, award recipients had the option of fulfilling the requirement in higher education). A number of our award recipients have served in more than one Federal position, with the result that 1,200 Federal positions have been filled with NSEP alums.

A total of 114 Flagship Fellows have been funded since 2004. Of these 114, 17 are continuing their education and have received deferrals of their service requirement. Of the remaining 97, 40 have secured positions in the Federal sector. Many of the remaining 57 are just reaching the point of seeking Federal positions and we expect a very high percentage of them to be successful.

The numbers and percentage of award recipients gaining Federal positions has increased steadily since 2001. New programs have been developed in Federal agencies to identify positions for NSEP award recipients. The State Department waives the written exam requirement in the Foreign Service for NSEP Graduate Fellows.

NSEP does accept applications from ROTC students as well as students in the military Reserves. However, the National Security Education Act of 1991 includes a stipulation that there may not be, during the period of study under the award, any relationship between the award recipient and any Federal agency or organization involved in United States intelligence activities. Consequently, NSEP requires any award recipient who has such a relationship, to officially terminate the association for the period of the award.

Dr. SNYDER. The service witnesses at the previous hearing and in our briefings related that the NSEP program doesn't feed them graduates for civilian personnel. Does the NSEP staff try to work with the services' manpower and human resources staffs to find placements?

Dr. SLATER. Our NSEP service placement staff has met with representatives from the Services to identify possible placements. There have been a significant number of placements with the Services and at the Combatant Commands. This is clearly an area for expansion and improvement.

Dr. SNYDER. Have any NSEP graduates or Flagship participants ever taught at DLI or any of other Defense school or program? Understanding that there was a contraction in the Russian Department there in the 90s, is there a demand now for newly-minted masters degrees or doctorates? (Dr. Givens mentioned they needed placements for Russian teachers among others.)

Dr. SLATER. Upon occasion, an NSEP or Flagship graduate will work with DLI. However, DLI tends to hire only native speakers of the language as its instructors making most NSEP award recipients ineligible for instructor positions. It is likely that more NSEP and Flagship graduates would consider DLI if there were positions open to them.

Dr. SNYDER. If you got more money, how would you spend it for NSEP? For NSLI? What existing programs would you enhance? What new initiatives would you start?

Dr. SLATER. The Language Flagship is beginning to make a significant impact on language teaching in United States higher education. NSEP could diffuse innovation throughout a broader spectrum of universities across the U.S. In addition, while not proposing to address K-12 education in the United States—a more appropriate effort for the Department of Education—Flagship could expand its articulation efforts between higher education and high schools in the U.S. Certainly, an expansion of quality, proficiency-based high school language programs would not only enhance the Flagship effort to graduate professionally proficient university students, but it would also address the needs of the Services for recruits with language skills.

NSEP could also expand its partnership with the States to expand the language roadmap effort. While it is imperative that the initiative for language roadmaps must come from each State, an expanded Federal-State partnership in this arena would provide additional incentives to organize and coordinate the process.

NSEP's English for Heritage Language Speakers (EHLs) program can also be expanded. At present, the program, designed and implemented at Georgetown University, can only accommodate up to 30 students a year. Only in its third year, 30 graduates have been placed in positions throughout the Department of Defense, Department of Homeland Security, Department of State, and the intelligence community.

EHLS graduates have played a pivotal role in helping the Central Intelligence Agency start up its Open Source Works organization, an operation designed to provide open source analysis.

Dr. SNYDER. Do NLSC volunteers get any deployment preparation, training or equipment? What civilian and military reserve models were pursued for the NLSC program planning? Who will run the 24/7 ops center? Who will approve requests for support and how will requests be prioritized (p. 20 of written testimony)? Please explain the NLSC logo and tagline (p. 21 of written testimony).

Dr. SLATER. NLSC members will receive extensive readiness training throughout their membership. Member readiness includes training necessary for NLSC members to be prepared for activation, deployment, and redeployment and to successfully perform as a member of a Government team. Examples of this training include personal preparations for activation, deployment, and redeployment, the culture of the organization being supported, the roles and functions of the NLSC and its members, and what it means to work as a member of a Government team. Specialized deployment training and equipment will be supplied by the gaining organization, if required, for specific deployments.

The NLSC has examined and adapted concepts from several Reserve and volunteer service models, including the United States Military Reserve and National Guard, the Department of State's Civilian Response Corps, AmeriCorps, Disaster Medical Assessment Teams, Disaster Mortuary Operational Response Teams, and the Office of the Civilian Volunteer Medical Reserve Corps in developing and improving the concept of operations for the NLSC.

The NLSC staff will run the 24/7 operations center. The staff will have both Government and, where acceptable, contractor support employees.

Requests for services will be processed in the order they are received unless national needs dictate a higher priority. Final priority assignment and approval rests with the Director of NLSC.

The NLSC logo represents unity and diversity of people and language. It reflects that the NLSC members are a diverse group who cross cultural boundaries by speaking more than one language to work together towards a greater good for all. Each thread in the logo is part of a woven fabric without a finished edge, representing the fact that languages are not limited by manmade borders. The weave itself signifies that any individual or individual language can perform alone, but when working together, individuals become something far more versatile that protects and adds beauty to our world. Similarly, individual threads are stronger when woven together than each is separately. The NLSC logo symbolizes the best of human nature that we see exhibited when we pull together in times of crisis and emergency around the globe.

Language for the good of all is the accompanying tagline that expresses how the NLSC, as a public program, adds meaning and purpose to one's language skills and strengthens global unity. It builds upon the theme of service that was identified as a main motivator for individuals to join the NLSC during the branding study conducted as part of the feasibility assessments of the program.

Dr. SNYDER. There have been proposals for stronger centralization and direction of the Federal government's language program. Some would establish a council as well as a national language director in the Executive Office of the President. Would this be helpful? What drawbacks do you see? Why establish a "council" instead of something like the Office of Science and Technology Policy or a "czar"?

Dr. SLATER. The Department of Defense (DoD) has long favored an ongoing dialogue on the best approach to ensure coordination and direction of language programs across the Federal Government. The National Security Language Initiative represents an important step in this direction as it brings together senior representatives from the four participating organizations: DoD, State, Education, and Office of the Director of National Intelligence. The Department continues to look for opportunities to develop stronger coordination across agencies.

Dr. SNYDER. How could the Dept of Education take over the Diffusion of Innovation role that DOD has taken to encourage, guide and support the state programs and flagships? Are there challenges beyond just the funding?

Dr. SLATER. The Department of Education could adopt approaches within its own programs under Title VI of the Higher Education Act that would support and enhance the reach of Flagship. Additionally, it could adopt approaches within its own programs under Title VI of the Higher Education Act that would support high-quality undergraduate language instruction that follows the Flagship model.

Dr. SNYDER. What federal funding has been authorized and obligated for the 5 programs that fall under the Defense Department for NSEP? Is there any additional information you would like to add for the record?

Dr. SLATER. During Fiscal Year 2008, Congress authorized \$44.7 million in support of the five major programs that currently fall under NSEP. These funds have been obligated as follows:

- | | |
|---|----------------|
| 1. NSEP Boren Undergraduate Scholarships: | \$ 2 million |
| 2. NSEP Boren Graduate Fellowships: | \$ 2 million |
| 3. English for Heritage Language Speakers | \$ 2 million |
| 4. National Language Service Corps | \$ 7.5 million |
| 5. Language Flagship | \$ 26 million |

The remaining funds have been obligated to support NSEP administrative and contract efforts, including staff salaries, office rent, and information technology support.

Dr. SNYDER. Are Flagship graduates made aware of, and encouraged to volunteer for, the National Language Service Corps?

Dr. SLATER. Yes. As we launch the NLSC recruiting effort, we are identifying as candidates all recipients of National Security Education Program (NSEP) awards, including Flagship graduates. NSEP is currently developing an algorithm that will provide these individuals with credit against their Federal service requirement both for joining the NLSC and, of course, for service that results from activation.

Dr. SNYDER. The Department and others liken the shock of 9/11 to the shock over the launching of Sputnik and suggest that the nation needs to react with a similar commitment of resources and determination. Are the current efforts toward improving language instruction and cultural understanding on a similar scale? What kind of leadership at the national level would you like to see on this?

Dr. SLATER. Significant progress has been made in advancing the effort to improve language instruction and cultural understanding across a broader cross-section of Americans. We still have a very long way to go particularly in building more effective programs during early childhood education. Some of this can be addressed through programs such as the Flagship program that supports advanced language learning for students of all undergraduate majors. This must be coupled with stronger and more effective national leadership that stresses the importance of well-developed and carefully articulated second language learning as integral to the entire educational process, along with the study of science and math.

Dr. SNYDER. Have you taken or evaluated DLPT5 or DLI's instructional methodology or curriculum?

Dr. SLATER. The National Security Education Program (NSEP) is not directly involved in issues related to the DLPT5. A number of Flagship graduates have taken the DLPT5 and NSEP continues to work with DLI leadership to identify approaches that will facilitate our award recipients having the opportunity to be tested.

NSEP has worked to build stronger collaboration with DLI in the instructional methodology and curricular development arena. In September 2008, NSEP, at the request of the Deputy Under Secretary of Defense for Plans, sponsored a major meeting among representatives from DLI, the military academies, and key institutional project directors of Flagship centers. At this meeting, participants developed an initial agenda for areas of collaboration among these constituencies.

Dr. SNYDER. It was not entirely clear in the hearing how languages are designated as "critical." How does this process work?

Dr. SLATER. The Department of Defense develops and maintains an annual list of "stronghold" and "investment" languages. The National Security Education Program relies on these lists to develop its focus for emphasis of languages in all of its programs.

Dr. SNYDER. Is the American Council of Teaching Foreign Language's test a "gold standard" for assessment? What important skills doesn't it evaluate?

Dr. SLATER. When people refer to the ACTFL assessment, they are almost exclusively referring to the Oral Proficiency Interview. It is the most widely used test in the public sector for the assessment of speaking proficiency. This test has been reviewed and revised to demonstrate assessment validity and reliability for 25+ years. ACTFL proficiency levels are referenced off of the Interagency Language Roundtable proficiency guidelines. ACTFL proficiency tests are currently being used worldwide by academic institutions, Government agencies, and private corporations for purposes such as: academic placement, student assessment, program evaluation, professional certification, hiring, and qualification for promotion. More than 12,000 ACTFL tests are conducted yearly through the ACTFL Testing Program. Currently, ACTFL offers oral proficiency testing in more than 65 languages. The ACTFL Writing Proficiency Test is much less commonly used and only represents 12 languages. ACTFL does not offer assessments for reading and listening.

Dr. SNYDER. What is your Roadmap's vision for teaching foreign language in other subject areas? Is there utility on combining content like language and science?

Dr. SLATER. We strongly believe that the teaching of languages must be more fully integrated into the core curriculum for all students. Many students do not pursue language beyond elementary study because they do not see a link between their content studies and language learning. Through a number of initiatives in Flagship, we have promoted the concept that language curriculum is stronger if it is offered in content related courses throughout K-12 and higher education. All Flagship programs teach content courses in the target language. The Roadmap efforts have strongly supported the concept of "dual immersion," which operationalizes the concept of teaching languages across the curriculum. Dual immersion programs very effectively draw on the richness of languages spoken by students in the system.

Dr. SNYDER. How do the Roadmaps account for the transient nature much of the U.S. population—that students move from state to state? Should there be some national requirement or curriculum?

Dr. SLATER. The Roadmap effort, as well as all programs supported under Flagship, emphasizes the importance of multiple entry points into language study. This is critical because expecting students to enter programs only at the beginning and to stay throughout limits access to high-quality language programs. We are working to help establish language learning models that are transferable from one school system to another throughout the entire educational process.

For this reason, we emphasize a strong assessment based effort that will allow programs to assess the level of a student so that they can be appropriately placed in programs. We do not, however, believe that a single national curriculum would be effective. In addition we believe there should be a "selective" but not necessarily universal approach to language education—schools should be encouraged and incentivized but not required to offer languages as an integral component of the curriculum.

Dr. SNYDER. Is there any additional information you would like to add for the record?

Dr. SLATER. No, there is nothing further I would like to add.

Dr. SNYDER. Are Flagships graduates made aware of, and encouraged to volunteer for, the National Language Service Corps?

Dr. GIVENS. [HUF refers to the Hindi Urdu Flagship at The University of Texas at Austin; AF refers to the Arabic Flagship at The University of Texas at Austin.]

- The HUF is only in the second year of operation and there are no graduates yet.
- The NLSC would certainly be an option that the HUF presents to graduates.
- The AF have 4 students doing their study year abroad year in Alexandria and were introduced to the NLSC during the orientation session they had in DC before departing for Egypt.
- The AF plan to incorporate information about the NLSC on their web site and will inform current Arabic Flagship students of this opportunity.

Dr. SNYDER. The Department and others liken the shock of 9/11 to the shock over the launching of Sputnik and suggest that the nation needs to react with similar commitment of resources and determination. Are the current efforts towards improving language instruction and cultural understanding on a similar scale? What kind of leadership at the national level would you like to see on this?

Dr. GIVENS.

- There is a need to establish a position at the highest level of government which will coordinate a federal campaign to improve language and international education.
- This office will serve and represent all levels of education (from K-12 and higher education) and the Departments of Commerce, Defense and Education, Intelligence and Labor.
- This office will also be responsible for creating national guidelines for assessments and curriculum implementation of language education and making sure that each state complies with the given guidelines.
- Each state should be represented at this office as well to ensure that priority is given to language and international education based on the state's requirements and needs.
- There must be a federal initiative to fund and sustain these guidelines once they are created.

Dr. SNYDER. Have you taken or evaluated DLPT5 or DLI's instructional methodology or curriculum?

Dr. GIVENS.

- The DLPT's are not readily available outside the DLI but the HUF have discussed these examinations with DLI officials and teachers.
- There was workshop in Austin in November 2007, where the HUF discussed and compared instructional methodology and curriculum with DLI and another workshop is being planned in Monterrey for the current academic year.

Dr. SNYDER. It was not entirely clear in the hearing how languages are designated as "critical." How does this process work?

Dr. GIVENS.

- The term "critical language" is usually defined by government institutions (Department of Defense) and is based on national needs and perhaps also the lack of availability of instruction in the language.
- The term has acquired dimensions related to political and military conflict.

Dr. SNYDER. Is the American Council of Teaching Foreign Language's test a "gold standard" for assessment? What important skills doesn't it evaluate?

Dr. GIVENS.

- There are no good reading and listening tests for Hindi and Urdu provided by ACTFL.
- The HUF is obliged to devise their own assessment systems, building on the models of those available for other languages.
- For the AF, the ACTFL Oral Proficiency Interview (OPI) is the "gold standard" for assessing the speaking skill.
- Beyond the OPI, however, the AF does not have adequate instruments to assess the other skills.
- This will change soon as the Language Flagship is working with the National Middle East Language Resource Center (NMELRC) and ACTFL to develop a comprehensive proficiency test for reading and listening in Arabic which should be ready within a year.

Dr. SNYDER. What is your Roadmap's vision for teaching foreign language in other subject areas? Is there utility on combining content like language and science?

Dr. GIVENS.

- We firmly believe in the need to introduce learners to content courses in the various disciplines in which the medium of communication is the foreign language. For example: Spanish for the field of Social Work.
- The Texas Roadmap advocates the dual immersion methods which have so far proven to be successful in teaching languages.

Dr. SNYDER. How do the Roadmaps account for the transient nature much of the U.S. population—that students move from state to state? Should there be some national requirement or curriculum for foreign language?

Dr. GIVENS.

- There are certainly advantages to national requirements and curricula for foreign language, but it is probably not practical in the U.S. because of the decentralized nature of our educational system.
- Given that educational requirements are determined by the various states, we may think of some national guidelines that would provide a general framework for curriculum development and assessment.
- An example of such framework is the National Standards for Foreign Language developed by ACTFL.
- The Standards provide curricular guidelines that can be implemented by schools nationwide.

Dr. SNYDER. Is there any additional information that you would like to add to the record?

Dr. GIVENS.

- The HUF have been collaborating with the few existing programs, including the Hindi program at the Bellaire foreign language magnet program in the Houston Independent School District and the Hindi Program of the International Business Initiative of the Hurst-Euless-Bedford ISD in Tarrant County, Texas.
- The HUF is also looking at ways of addressing the dearth of K-12 teaching in these languages, and in particular are developing teacher-training processes to deal with the demand which is likely to emerge when the momentum of the Language Flagship initiative begins to make itself felt more fully throughout the educational system.

- The AF have just begun their K-12 outreach program and plan to work closely with schools in the Austin, Houston and Dallas areas to provide support for any school interested in offering Arabic.
- The AF will be working with the UTeach Program at The University of Texas at Austin to discuss certification for teachers planning careers in teaching Arabic as a Foreign Language.
- The Texas Language Roadmap would like additional funding to help expand the language roadmap effort as the initiative must come from the state level.
- This can continue our efforts to coordinate a high-level functioning board from all the various stakeholders from the business, education and government community that have a strong influence within their own communities.
- Limited English Proficiency (LEP) students have increased by 42.2% between 1996-97 and the 2006-2007 academic school years while the number of students in Bilingual or ESL programs grew by 51.6%, according to the Texas Education Agency (TEA). The NCLB mandate have motivated schools to be more aggressive in providing services to LEP students and thus the cost of education in the State of Texas have rose and is expected to rise dramatically. Texas provides monetary support for these students and is given priority over foreign languages.

Dr. SNYDER. What is your opinion of the current state of machine translators? In what situations are they most useful?

Dr. BOURGERIE. The use of electronic corpora has improved the accuracy of machine translation over the last few years. Research on the evaluation of machine translation conducted by MIT Lincoln Labs indicates that machine translation performs best when used for key-word spotting or translation of concrete factual communications. It does not work well when the context for the communication is not known, when the message is too short to establish a context, when the author of the communication is talking around the subject, when dealing with abstract subjects, or when it is necessary to identify inferences, sarcasm, or emotion within the communication. Given these limitations, academia, commerce, and government all use machine translation as part of the "triage" process of identifying which communications should have highest priority for human translation—but not for definitive translations of those communications.

Dr. SNYDER. Are Flagship graduates made aware of and encouraged to volunteer for, the National Language Service Corps?

Dr. BOURGERIE. At this point our Flagship graduates are not generally aware of the National Language Service Corps program. As we get more information on the program in the coming year, we will feature it on our website and in promotional materials. I believe Flagship students will be ideal candidates for the program. I also think that many of our advanced students at BYU will be excellent candidates. We very much look forward to promoting this program.

Dr. SNYDER. The Department and others liken the shock of 9/11 to the shock over the launching of Sputnik and suggest that the nations need to react with a similar commitment of resources and determination. Are the current efforts toward improving language instruction and cultural understanding on a similar scale? What kind of leadership at the national level would you like to see on this?

Dr. BOURGERIE. I believe that 9/11 did reveal to the general public and to the government the extent to which we were unprepared to interact in other languages and cultures. Though we are fortunate to have in this country a significant number of heritage speakers, we have learned that relying on heritage speakers alone is nowhere near sufficient to meet national capacity needs, whether in government, industry, or business. Many of the recent federal and state efforts have begun to address the need, but much more needs to be done at the basic level—particularly in the K-12 arena. It will take time no matter what we do but there are things that we can do now. Though I do not think a mandatory national language curriculum is warranted, I believe that national leadership needs to help set standards and provide guidance for state and local leaders. What we have seen in Utah is an strong desire to partner with Universities, national organizations, and federal efforts like the Flagship program. They know their context well, but are looking to the kind of guidance that high education can give with respect to best practices, materials, and methods.

Dr. SNYDER. Have you taken or evaluated DLPT5 or DLI's instructional methodology or curriculum? Is there any additional information you would like to add for the record?

Dr. BOURGERIE. I have visited DLI on several occasions. Recently, I also attended a meeting in Austin, Texas intended to increase greater cooperation between Flagship programs and the DoD, including DLI and military academies. DLI's resources

are incomparable and its role in the language teaching world is unique. The number of students taught there is also well beyond any other institutions in the US and as such it is potentially a superb laboratory for language teaching.

I am somewhat familiar with the DLPT5 but have neither taken it nor evaluated it formally. The current tests are apparently well designed, but they are still wrestling with the challenge of setting accurate “cut scores” when assigning proficiency levels. This is especially true for tests of the “receptive” skills of reading and listening.

We have had a number of graduates take the DLPT5 in Chinese and have had doubts about its validity. That is, the assignment to levels has not correlated well with other proficiency assessments and other achievement evidence—trending high in some cases and low in other times. Moreover, access to the test outside of DLI and the military is severely limited, and we have not had enough experience at our center to be definitive about the DLPT5’s appropriateness.

In observing DLI use of the DLPT5, what is clear is that the test takes far too prominent a role in the pedagogy of the Institute. A fundamental assumption of any proficiency test is that it should be independent of curriculum, so that one can see how graduates or participants of a given program compare objectively to others. The emphasis of a proficiency exam should be on what the person can do rather than how well a student has mastered a particular lesson. However, the DLPT5 seems to pervade every aspect of the Institute. This overemphasis on testing in a short-term program distorts the teaching and is at odds with the fundamentals of as proficiency measures. Incentives lead students and teachers to focus too heavily on the test as opposed to general achievement. DLI may want reconsider using other established measures along with the DLPT5, which could in turn assess a wider range of abilities based on needs analysis of potential job assignments.

Dr. SNYDER. It was not entirely clear in the hearing how languages are designated as “critical.” How does this process work?

Dr. BOURGERIE. The label “critical language” is currently at best ambiguous and at worst confusing. The label should be disambiguated by specifying “for whom” this is a “critical” need and “why.” Some languages may be in the “critical” need category for both national security and commercial reasons. Others may only be important for one or the other reason. Still others may only be important for anthropological research or for linguists documenting the evolution of human languages.

Whether or not there is an official list of critical languages is also unclear. The Department of Defense apparently has a process within the Office of the Under Secretary of Defense for Preparedness, but the process is not a public one nor is the list published as far as I know. Indirectly, we take the languages emphasized by the National Security Education Program to be critical need languages (Arabic, Chinese, Hindi/Urdu, Korean, Persian, Russian, and West African). DoD has two related classifications: Immediate Investment Languages and Stronghold Languages. Immediate Investment Languages refers to languages toward which DoD has committed resources over the next ten years for in-house capability. Stronghold Languages are those in which DoD wants to maintain on-call capability.

Exactly what constitutes a “Critical Language” or “Critical-need Language” is not clear to most people in the academic world either. The term itself is used loosely in language teaching circles, often interchangeable with the term Less-Commonly Taught Languages (LCTL). In the higher education world there are funded programs such as the University of Arizona’s Critical Language Program (funded in part by a US Department of Education IRS grant), which focuses on Cantonese, Chinese, Kazakh, Korean, Brazilian Portuguese, Turkish, and Ukrainian. A list recently circulated by the State Department lists some 78 languages, based on political importance and intent to preserve heritage languages or endangered languages.

Dr. SNYDER. Is the American Council of Teaching Foreign Language’s test a gold standard for assessment? What important skills doesn’t it evaluate?

Dr. BOURGERIE. The ACTFL Oral Proficiency Interview (OPI) is the most widely recognized test in US, especially in the higher education world. The ACTFL battery includes a writing test as well, but it is not nearly as widely used as the OPI. In addition, many other assessments are referenced to the ACTFL-OPI as well.

One of the important benefits of the OPI is its wide use and availability. It can be done in person or by phone. However, because of its relatively high cost (per student \$134 for OPI, and \$65 for the writing tests of September 2008), it is not viable for broad based testing in most academic programs and therefore is somewhat under-utilized. The BYU Flagship Center is currently doing research on correlations between the ACTFL-OPI, DLPT, and HSK (the China-wide national test for foreigners) to provide a better sense of how these various measures relate to one another.

The ACTFL tests do not assess reading, or listening comprehension specifically. There are two ACTFL rated (but not ACTFL certified) computer-adaptive tests that address listening and reading in Chinese and that have the potential to help to fill the gap in skills assessment: The CCALT (Chinese Computerized Adaptive Listening Comprehension Test) and CATRC (Computer-Adaptive Test for Reading Chinese). The former is a University of Hawaii test (by Ted Yao) now being recalibrated by Brigham Young University; the latter test (by Ke Chuanren) is distributed by the Ohio State University.

Dr. SNYDER. What is your Roadmap's vision for teaching foreign language in other subject areas? Is there utility in combining content like language and science?

Dr. BOURGERIE. The development process around a Utah Language Road Map is markedly different than the previous three (Ohio, Oregon, and Texas) as was the Summit process that launched it. The summit was largely initiated by the Governor's office, though the BYU Flagship Center and NSEP were partners. The state had already proactively begun to form a policy on language training and to allocate resources for languages (specifically through two state bills 80 and 41).

The roadmap is now being drafted following the September 16th Governor's Language Summit. Following the Summit, Governor Huntsman initiated a standing language advisory council, which will meet for the first time on December 11th. This advisory council is also responsible for drafting the roadmap, which is scheduled to be delivered at the Utah International Education Summit on January 14th, 2009.

The extent to which content-based instruction is feasible in foreign language curriculum is under discussion as well. The state has already made commitment to K-6 immersion programs in a number of languages, including Chinese (10), French (4), Spanish (9) and Navajo (1). These dual language immersion programs are inherently content based, in which certain subjects will be in target language and others in the base language.

Dr. SNYDER. How do the Roadmaps account for the transient nature of much of the U.S. population—that students move from state to state? Should there be some national requirement or curriculum?

Dr. BOURGERIE. The strategy on articulation with other state programs is part of the ongoing discussion in drafting the Utah Roadmap document. The discussion has centered on making sure that state schools are knowledgeable of national language standards, though not necessarily bound by them. Within the state Chinese language programs, for example, various types of programs are articulated to each other and students are tested to make sure they are meeting similar target proficiency standards. While we do not believe that a national curriculum, per se, is a desirable goal at this time, we feel strongly that there needs to be much better communication and greater interchange between language educators and administrators regionally and nationally. To the extent that best practices can be implemented according to local conditions, articulation will become easier.

Dr. SNYDER. Is there any additional information you would like to add for the record?

Dr. BOURGERIE. I believe there is a clear need for a multi-faceted, national language strategy that addresses needs in the short, medium, and long-term. Like any skill language learning requires a minimum amount of time on task. Better methods and conditions can shorten the time to mastery, but cannot short cut fundamental training. No amount of money can get a beginning pianist to play a challenging concerto in weeks or even months, but an excellent teacher and quality practice time will make the process move much more quickly than if those conditions are not present. Likewise, in language learning we need the best possible methods, teachers, and materials to devote to training. But we also need time.

The existing skills of heritage speakers and other natural populations of language learners can be built upon now. We have shown in Flagship that we can train talented and motivated students to the highest levels of language proficiency (DLPT 3+ and 4) in a university context through domestic and overseas training, even in non-cognate languages. However, we will never completely meet our needs if students generally do not begin serious language study until college. Significant efforts need to be taken to ensure larger numbers of American students have access to quality language training beginning in grade school. This challenge is formidable, but achievable and can be met through Federal, State, and local cooperation. I believe that the American people and the educational system are now ready to meet that challenge.

Dr. SNYDER. Are Flagship graduates made aware of, and encouraged to volunteer for, the National Language Service Corps?

Dr. WALKER. I have not received any reports from graduates that they have been informed of the National Language Service Corps. My program has not received any

information about this organization. I assume that NSEP will enroll all those who successfully complete the Flagship programs.

Dr. SNYDER. The Department and others liken the shock of 9/11 to the shock over the launching of Sputnik and suggest that the nation needs to react with a similar commitment of resources and determination. Are the current efforts toward improving language instruction and cultural understanding on a similar scale? What kind of leadership at the national level would you like to see on this?

Dr. WALKER. The national goal should be to provide large numbers of Americans opportunities to learn to function in foreign languages and cultures. Given this goal, our efforts fall far short of accomplishing anything significant.

Our country should establish a national language policy that would address the major issues confronting the effort to globalize American education by making foreign language proficiency a commonly achieved result. Such a policy should be developed by a well-budgeted office that is capable of prioritizing languages (i.e., rationalizing the critical languages list), setting performance standards for those languages, creating national teacher certification standards, and establishing commonly recognized assessment procedures. I think language educators across the country are ready to respond to clear, strategic leadership in this area.

I would suggest that the person leading such an office be chosen for strategic and political reasons. He/she should not be from the fields of language education, although knowledge of those fields would be desirable.

Dr. SNYDER. Have you taken or evaluated DLPT5 or DLI's instructional methodology or curriculum?

Dr. WALKER. As a member of DLI's Board of Visitors, I have had a good look at the DLPT5 and engaged the developers of these tests in intense discussions. The DLPT5 tests are well made and verified by extensive research. There are some basic questions about the design of the tests. For example, I am still puzzled about the bilingual formats at all levels; however, the implementation of the chosen design is quite good.

My concern is that the DLPT5 is essentially the organizing principle of DLI, with students, teachers, and administrators nearly obsessed with the students' performances on these tests. Instruction is continually referenced to these tests and students are essentially trained to take these tests. In a fundamental way, this situation negates the "proficiency" aspect of the tests, since proficiency has usually referred to testing independent of any curriculum.

The next step for the DLPT5 is to correlate scores with job performance and other standardized tests. If the DLPT5 can be shown to be an indicator of job performance, then its role in the overall DLI instructional practice would be more rational. Without a demonstrable connection between the DLPT5 and the ultimate purpose of the training, the grip the DLPT5 has on the work of the institution should be loosened.

Without the tyranny of the DLPT5, the DLI might use a broader array of assessments that could be related more closely to the desired job performances and the instruction could become more responsive to the requirements of end users.

Dr. SNYDER. It was not entirely clear in the hearing how languages are designated as "critical." How does this process work?

Dr. WALKER. I have been perplexed by this question throughout my career. The latest Proposed Critical language List from the US/ED contains 78 critical languages that seem to reflect numbers of speakers and political importance. This list is circulated among language scholars for comment, so I suppose the ultimate result is a consensus among concerned language professionals.

Dr. SNYDER. Is the American Council of Teaching Foreign Language's test a "gold standard" for assessment? What important skills doesn't it evaluate?

Dr. WALKER. The ACTFL Oral Proficiency Interview (OPI) is the most widely recognized assessment in foreign language study. The ACTFL writing test is much less utilized.

Our Chinese Flagship Program is focused on placing our students in Chinese workplaces and preparing them linguistically and culturally to thrive in those environments. This requires cultural knowledge and a command of the formalities of interactions in the work environment. The ACTFL OPI is not a good indicator of success in these situations. One reason is that the OPI for Chinese was largely based on the OPI for European languages. Another reason is that the interview format of the OPI is not something that commonly occurs in the cultural contexts of a Chinese workplace. For example, a foreign speaker of Chinese will be interviewed about an area of that person's special knowledge. There would rarely be an interview in which the intention is to find out how much Chinese the person really knows, but it would be relatively common to be interviewed about an academic discipline or an occupational area. Conversations, presentations, note taking ... these

are the skills that are more likely to determine success in a cooperative work environment and they are not revealed in the typical OPI.

The internship, or work experience in a Chinese environment, is a key step toward advanced skills. Success in this environment is one of the strongest indicators that our students will test at the higher proficiency levels.

We conclude the ACTFL OPI is not a good indicator of success in the Chinese workplace, but success in the Chinese workplace is a good indicator of success on the ACTFL OPI.

Dr. SNYDER. What is your Roadmap's vision for teaching foreign language in other subject areas? Is there utility in combining content like language and science?

Dr. WALKER. The Ohio Roadmap reflects the ideas of persons from the business and government sectors. One of their strongest recommendations was that language and culture knowledge be combined with technical and academic discipline knowledge. In other words, as you learn a language, learn to do something useful in that language.

As we have worked on designing a K-12 Chinese language curriculum, we have come to the conclusion that after the basic language skills are developed (say, after 4-5 years of one-hour-per-day elementary school coursework), we should focus our language lessons on topics in mathematics and the natural sciences. There are basic reasons for this strategy: 1) The Chinese number system is more transparent than the English number system and can be learned relatively early while strengthening the students numeracy, 2) Nearly all Chinese scientific terminology is transparent, meaning that a term is a description of the phenomenon it represents. Thus, learning Chinese terminology solidifies the students' grasp of scientific concepts as they expand their vocabulary. 3) Early teens are less inclined to be accepting and concerned about different cultures and relative perceptions of the world. They are primarily focused on peers, even to the exclusion of parents and family. Scientific topics avoid the need to adapt to other cultural norms and present a relatively stable area of classroom activity. 4) If US students learn to deal with natural science subjects, they will be able to interact with Chinese students on projects. As we connect classrooms by videoconference across Pacific, the ability to meaningfully communicate with young people in China could become a significant motivator for continuing Chinese language study.

For the above reasons, as Ohio increases the number STEM (Science, Technology, Engineering, Mathematics) schools, we are working with these schools to include Chinese language study as a mainstay of their curriculums.

Dr. SNYDER. How do the Roadmaps account for the transient nature of the U.S. population—that students move from state to state? Should there be some national requirement or curriculum?

Dr. WALKER. Some form of a national curriculum should be developed, presumably by a national office that sets national performance standards. With a commonly pursued curriculum, students can continue their progress in a language when they depart from a program in one school to that of another school. A national curriculum would also make teacher training more effective and encourage the continual enrichment of the common curriculum by materials developers.

The Ohio Roadmap teams emphasized extended sequences of language instruction that have multiple points of access. This is necessary to avoid the constant attrition of language programs caused by the transiency of student populations. Our solution for the K-12 programs is to posit a three-phase curriculum design that functions analogous to other skill-based curricula such as music or martial arts. There are levels of performance that have to be progressed through to reach sequential higher levels of skills and knowledge. For example, if a student wants to become proficient in the violin, he/she must start at beginning orchestra and then progress to intermediate and on to advanced orchestra. This is the case no matter how old the student is or what grade she/he is enrolled in. While this presents scheduling challenges for schools, it does permit students to progress through language curricula at a variable pace that reflects their talents and efforts. It also emphasizes the goals of student performance for a language-learning career.

In addition to a performance-based curriculum, the Ohio Roadmap recommends the employment of distance-education technology to provide access to language programs to students in areas of Ohio where the languages are not offered. If a student leaves a Chinese language program at one school, he/she should be able to enroll in a statewide program to continue in the language if the language is not available at the new school.

Dr. SNYDER. Is there any additional information you would like to add for the record?

Dr. WALKER. The DLI is a national treasure. As it refines the implementation of its mission statement, especially as it develops language instruction that empha-

sizes culturally appropriate contexts; it can have a major positive impact on language instruction across our Nation. It is the closest thing we have to a national language college and we need to make sure it rises to fulfill that role in both pedagogy and research.

